

# **Montana CSPD Regions and the Regional Service Areas IDEA-Part B State Performance Indicator Report**

**For the 2010-2011 School Year**



**opi.mt.gov**

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**May 2012**

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## Introduction

The purpose of this report is to provide a regional perspective of school district performance on IDEA-Part B state performance indicators and targets as outlined in Montana's State Performance Plan.

The *Individuals with Disabilities Education Improvement Act of 2004* requires states to submit a State Performance Plan (Part B – SPP) outlining efforts to implement the requirements and purposes of Part B of the Act, and describes how the state will improve such implementation [20 U.S.C. 1416(b)(1)].

The primary focus of the Performance Plan is based on *three key monitoring priorities* for the Office of Special Education Programs of the U.S. Department of Education:

1. Provision of a ***free appropriate public education*** (FAPE) ***in the least restrictive environment*** (LRE);
2. the state exercise of ***general supervisory authority***; and
3. ***disproportionate representation*** of racial/ethnic groups in special education and related services.

Within each of the three monitoring priorities, performance indicators established by the United States Secretary of Education quantify and prioritize outcome indicators for special education. Montana has established measurable and rigorous targets for these 20 performance indicators with which to assess performance of both local educational agencies and the state.

To ensure statistically sound data when evaluating progress in meeting the established performance target, a minimum (N) and/or confidence intervals are applied to reduce the effect of small sample sizes. For further information as to the formulas, statistical methods and/or definitions used for each of the Performance Indicators, please refer to Montana's State Performance Plan at <http://www.opi.mt.gov/pdf/SpecED/11AnnualPerfPlan.pdf>.

## CSPD Regional Performance

The purpose of this report is to provide an evaluation of performance of each CSPD region based on the state's established performance targets. The report includes performance indicators the state is required to publicly report. District performance reports can be accessed using the following link <https://data.opi.mt.gov/opireportingcenter/>.

To facilitate a more collaborative model of professional development, we report Region performance on the State Performance Indicators grouped under the Montana Correlate of Effective Schools categories of Academic Performance, Learning Environment, and Efficiency. In addition, we include the appropriate Regional Service Area (RSA) aligned with the CSPD Region.

Although the format for reporting includes data for all regions, it is recommended that **comparisons between CSPD/RSA regions should not be made** due to the variability in the characteristics of students between regions. Each CSPD region is unique in its number of districts and the students they serve. ***Regional demographics for each CSPD/RSA region are provided in the appendix of this document.***

## Conducting a Needs Assessment on the Data

When reviewing the information in this report, even if a CSPD/RSA region met the state performance target, you can use the following set of questions to determine if there is a need to provide professional development related to that indicator within a specific CSPD/RSA region.

If you answer yes to any of the questions below, for any indicator, it may be important to offer professional development activities that will have an impact on the data in your region to ensure continued performance on the indicators.

- ✓ Compare the Indicator rate data for your CSPD/RSA region to the Indicator rate data for the state.
  - Is the region's rate data not in line with the state's rate (higher or lower as applicable to the indicator)?
- ✓ Compare the Indicator rate data for your CSPD/RSA region to the established performance target.
  - Is the rate lower or higher (as applicable to the indicator) than the state's established performance target for the 2010-2011 school year?
  - Is the rate lower or higher (as applicable to the indicator) than the state's established performance target for the 2011-2012 school year?
    - (Find out what the target is for next year under the heading *Performance Target*.)
- ✓ Review the trend data for your CSPD/RSA region, when available.
  - Does the trend data show the rate of change for your region decreasing or increasing (as applicable to the indicator) over the four-year period?

# ACADEMIC PERFORMANCE

## MONTANA CORRELATE 1: Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state standards.

### Indicator 5 – Education Environment

#### **Overview**

Montana Correlate #1 asserts an effective school will develop and implement a rigorous curriculum aligned with state standards. The State Performance Indicator #5 evaluates the extent to which students with disabilities are given access to this curriculum by looking at the percentage of time students receive special education services within the regular classroom.

The education environment count of students with disabilities, ages 6-21, is part of the larger child count data collection that is conducted the first Monday in October each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 6-21, for the following education environment categories:

- **Regular Class:** Served in the regular class 80 percent or more of the day.
- **Full-time Special Education:** Served in regular class less than 40 percent of the day.
- **Served in Separate Facilities:** A roll-up of separate schools, residential placements, and home or hospital settings.

The education environment rate is calculated by dividing the number of students, ages 6-21, in a particular education environment by the number of students with disabilities, ages 6-21, enrolled in the district.

#### **Indicator 5A – Served in the Regular Class 80% or More of the Day**

#### **Target Data Analysis**

Table 1.1 below provides an evaluation of regional and state performance related to the state's established performance targets for Indicator 5A, the percent of students with disabilities served in the regular class 80 percent or more of the day. In order to have met the target, the Education Environment rate must be above the established SPP Performance Target of 52 percent, within a 95 percent confidence interval, given a minimum N of 10. These evaluations are based on the 2010-2011 school year.

**Table 1. 1 Performance on Indicator 5A for the State and CSPD/RSA Regions**

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1640	856	52.2%	54.6%	49.8%	52.0%	Met
CSPD Region II - MNCSR	2300	1198	52.1%	54.1%	50.0%	52.0%	Met
CSPD Region III - SMART	3259	1303	40.0%	41.7%	38.3%	52.0%	Not Met
CSPD Region IV - RESA4U	3375	1890	56.0%	57.7%	54.3%	52.0%	Met
CSPD Region V - WM-CSPD	4531	2435	53.7%	55.2%	52.3%	52.0%	Met
<b>State of Montana</b>	<b>15105</b>	<b>7682</b>	<b>50.9%</b>	<b>51.6%</b>	<b>50.1%</b>	<b>52.0%</b>	<b>Not Met</b>

Analysis of the target data indicates the following:

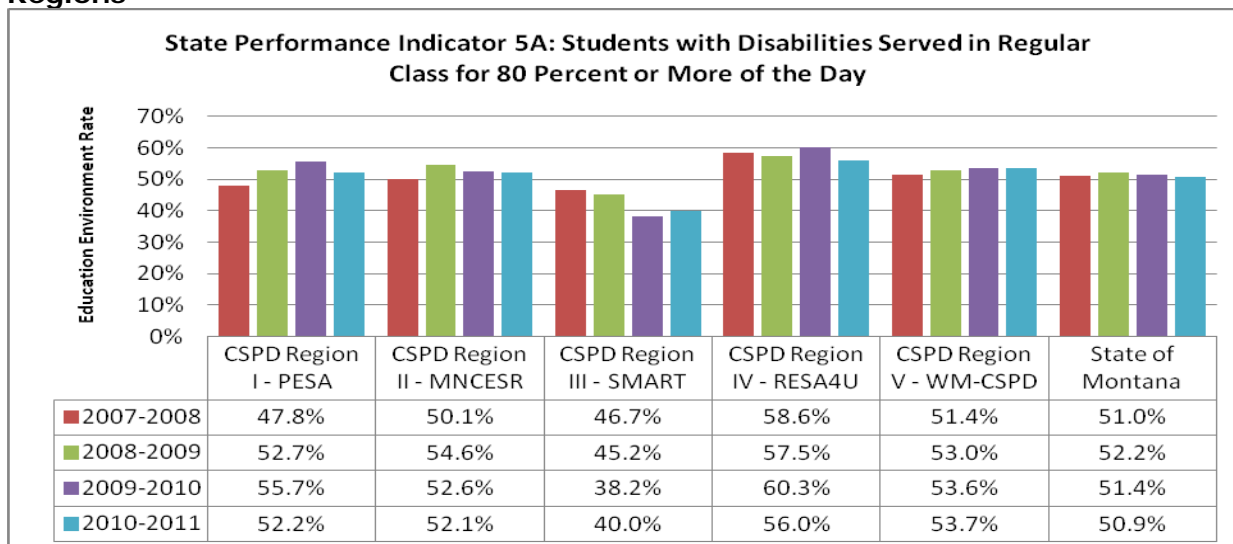
- ❖ State and CSPD/RSA Region data indicate over 50 percent of students with disabilities are served in the regular class 80 percent or more of the day in all but one CSPD/RSA Region.
- ❖ Four of the five CSPD/RSA regions have met the established performance target of **52 percent** of students with disabilities are served in the regular class for 80 percent or more of the day, within a 95 percent confidence interval.
- ❖ The percent of students with disabilities served in the regular class 80 percent or more of the day within the CSPD/RSA regions range from a *low* of **40.0 percent** to a *high* of **56.0 percent**.
- ❖ CSPD Region III-SMART has an education environment rate of **40.0 percent**, which is *lower* than the performance target for this indicator.
- ❖ Four of the CSPD/RSA regions have education environment rates *greater than* the state's education environment rate of 50.9 percent.

### **Trend Data Analysis**

Figure 1.1 below provides trend data for the percent of students with disabilities who are served in the regular class for 80 percent or more of the school day.



**Figure 1. 1 Performance Indicator 5A Trend Data for State and CSPD/RSA Regions**



Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a four-year period:
  - CSPD Region I-PESA shows an **increase** of 9.2 percent
  - CSPD Region II-MNCESR shows an **increase** of 4.0 percent
  - CSPD Region III-SMART shows a **decrease** of 14.3 percent
  - CSPD Region IV-RESA4U shows a **decrease** of 4.4 percent
  - CSPD Region V-WM-CSPD shows an **increase** of 4.5 percent
  - The state of Montana shows a **decrease** of 0.2 percent

## Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

## Indicator 5B – Served in the Regular Class for <40% of the Day

### Target Data Analysis

Table 1.2 below provides an evaluation of regional and state performance related to the established performance target for Indicator 5B, the percent of students with disabilities served in the regular class for less than 40 percent of the day. In order to have met the target, the Education Environment rate must be below the established SPP Performance Target of 11 percent, within a 95 percent confidence interval, given a minimum N of 10. These evaluations are based on the 2010-2011 school year.

**Table 1. 2 State and CSPD/RSA Region Performance Status for Indicator 5B**

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1640	207	12.6%	14.3%	11.1%	11.0%	Not Met
CSPD Region II - MNCESR	2300	331	14.4%	15.9%	13.0%	11.0%	Not Met
CSPD Region III - SMART	3259	590	18.1%	19.5%	16.8%	11.0%	Not Met
CSPD Region IV - RESA4U	3375	308	9.1%	10.1%	8.2%	11.0%	Met
CSPD Region V - WM-CSPD	4531	476	10.5%	11.4%	9.7%	11.0%	Met
<b>State of Montana</b>	<b>15105</b>	<b>1912</b>	<b>12.7%</b>	<b>13.2%</b>	<b>12.1%</b>	<b>11.0%</b>	<b>Not Met</b>

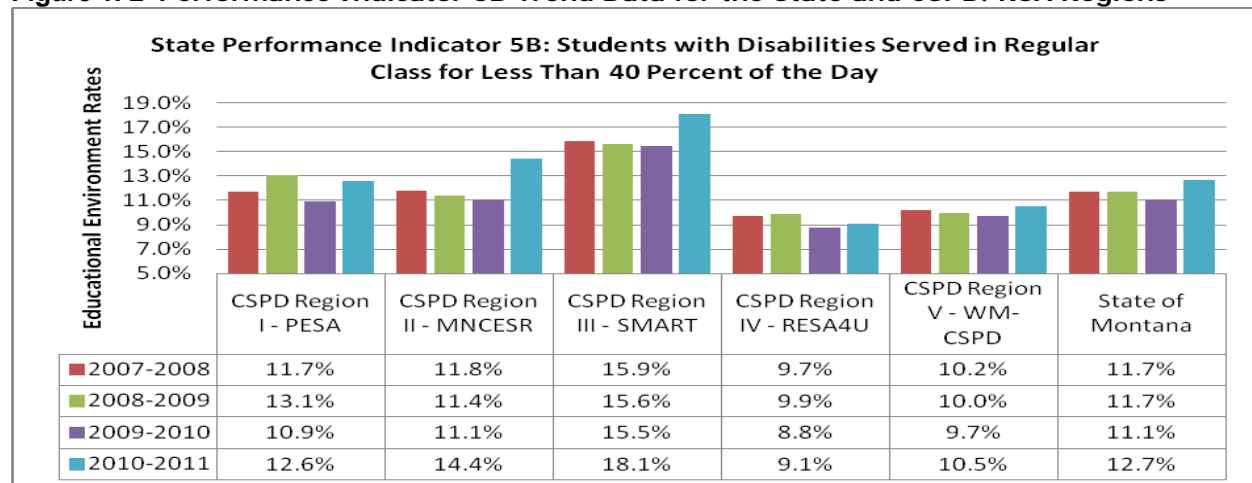
Analysis of the target data for Indicator 5B shows the following:

- ❖ The state and three of the five CSPD/RSA regions have not met the established performance target of **11.0 percent** of students with disabilities are served in the regular class for less than 40 percent of the day.
- ❖ Two of the five CSPD/RSA regions have met the established performance target of **11.0 percent** of students with disabilities are served in the regular class for less than 40 percent of the day.
- ❖ CSPD Region IV-RESA4U, and Region V-WM-CSPD show an education environment rate lower than the established performance target rate for this indicator.
- ❖ The state, CSPD Region I-PESA, CSPD Region II-MNCESR, and CSPD Region III-SMART have an education environment rate that is higher than the established performance target rate for this indicator.

## Trend Data Analysis

Figure 1.2 below provides trend data for the percent of students with disabilities that are served in the regular class for less than 40 percent of the day.

**Figure 1. 2 Performance Indicator 5B Trend Data for the State and CSPD/RSA Regions**



Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a four-year period:
  - CSPD Region I-PESA shows an **increase** of 7.7 percent
  - CSPD Region II-MNCESR shows an **increase** of 22.0 percent
  - CSPD Region III-SMART shows an **increase** of 13.8 percent
  - CSPD Region IV-RESA4U shows a **decrease** of 6.2 percent
  - CSPD Region V-WM-CSPD shows an **increase** of 2.9 percent
  - The state of Montana shows an **increase** of 8.6 percent

## Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

## Indicator 5C – Served in Separate Facilities

### Target Data Analysis

Table 1.3 provides an evaluation of regional and state performance related to the established performance target for Indicator 5C, the percent of students with disabilities served in separate facilities. In order to have met the target, the Education Environment rate must be below the established SPP Performance Target of 1.5 percent, within a 95 percent confidence interval, given a minimum N of 10. These evaluations are based on the 2010-2011 school year.

**Table 1.3 State and CSPD/RSA Region Performance Status for Indicator 5C**

	Special Education Setting Count	Students with Disabilities Total Count	Education Environment Rate	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	1640	1	0.1%	0.3%	0.1%	1.5%	Met
CSPD Region II - MNCESR	2300	46	2.0%	2.6%	1.5%	1.5%	Not Met
CSPD Region III - SMART	3259	71	2.2%	2.7%	1.8%	1.5%	Not Met
CSPD Region IV - RESA4U	3375	93	2.8%	3.3%	2.3%	1.5%	Not Met
CSPD Region V - WM-CSPD	4531	50	1.1%	1.4%	0.9%	1.5%	Met
<b>State of Montana</b>	<b>15105</b>	<b>261</b>	<b>1.7%</b>	<b>1.9%</b>	<b>1.5%</b>	<b>1.5%</b>	<b>Not Met</b>

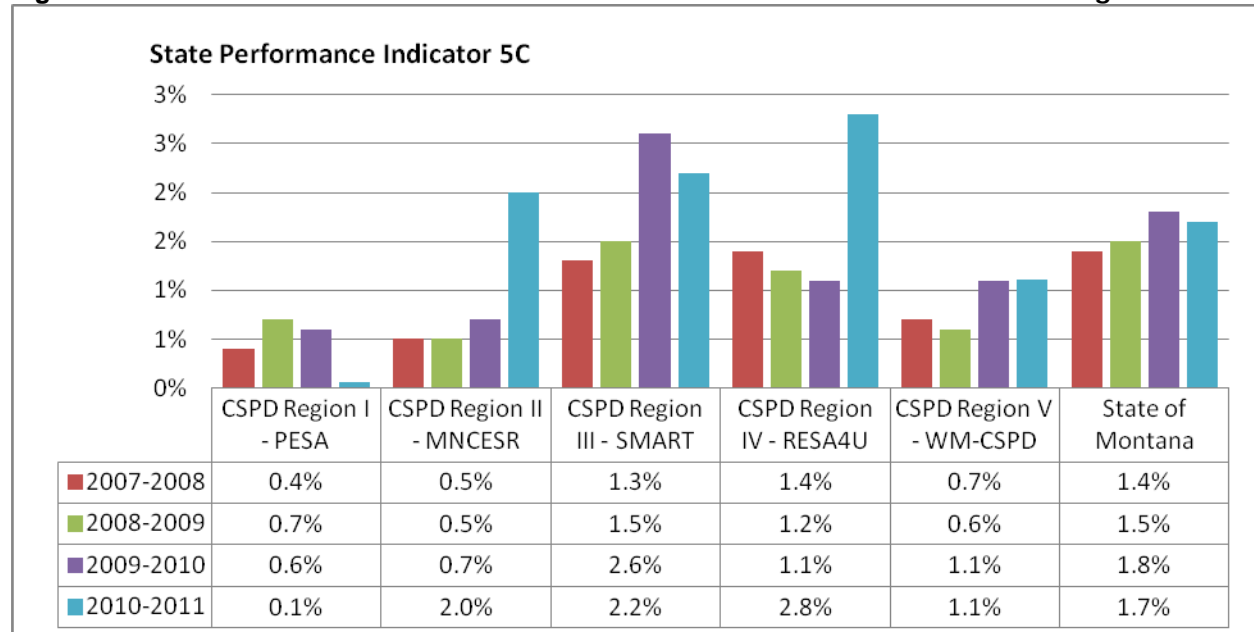
Analysis of the target data indicates the following:

- ❖ Two of the five CSPD/RSA Regions have met the established performance target of **1.5 percent** of students with disabilities served in separate facilities.
- ❖ The state did not meet the established performance target of 1.5 percent of students with disabilities served in separate facilities.
- ❖ CSPD Region I-PESA, and Region V-WM-CSPD have education environment rates **lower** than the state's education environment rate and the established performance target for this indicator.
- ❖ CSPD Region II – MNCESR, Region III-SMART, and Region IV – RESA4U have education environment rates that are **higher** than the state's education environment rate and the established performance target for this indicator.

## Trend Data Analysis

Figure 1.3 below provides trend data on the percent of students with disabilities served in separate facilities.

**Figure 1. 3 Performance Indicator 5C Trend Data for the State and CSPD/RSA Regions**



Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a four-year period:
  - CSPD Region I-PESA shows a **decrease** of 84.8 percent
  - CSPD Region II-MNCESR shows an **increase** of 300.0 percent
  - CSPD Region III-SMART shows an **increase** of 69.2 percent
  - CSPD Region IV-RESA4U shows an **increase** of 100.0 percent
  - CSPD Region V-WM-CSPD shows an **increase** of 57.7 percent
  - The state of Montana shows an **increase** of 21.4 percent
- ❖ Data suggest the trend is an increasing number of students with disabilities are being served in separate facilities.

## Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

## Improvement Strategies

The CSPD regions are identified in the State Performance Plan as a resource for assisting with the following improvement activities for this performance indicator. This information is provided to help guide the planning of professional development activities that will be aligned with established improvement strategies.

	Improvement Strategy	Timeline	Resource
1.	Continue to provide technical assistance and support to LEAs to assist them in providing FAPE in the LRE.	Ongoing	OPI Staff      MPRRC CSPD Regions      Title Programs IHEs      PLUK
2.	Continue to provide training for general education personnel on strategies to use in responding to students with disabilities needs in the regular education setting.	Ongoing	OPI Staff /Consultants CSPD Training Activities MPRRC Personnel Prep. Grant
3.	Provide training on the use of technology as access to the general curriculum.	Ongoing	CSPD Regions
4.	Continue to provide technical assistance to LEAs on educational practices that provide opportunities for children with disabilities to be educated with nondisabled peers.	Ongoing	CSPD Regions MPRRC Personnel Prep. Grant

## Indicator 7 – Preschool Outcomes

### Overview

Montana Correlate #1 asserts an effective school will develop and implement a rigorous curriculum aligned with state standards. In addition to the State Performance Indicator #5, State Performance Indicator #7 evaluates early childhood programs to measure growth in the areas of social-emotional skills, knowledge and skills acquisition, and use of appropriate behaviors to meet their needs to ensure that children are developing the skills needed to learn from a rigorous curriculum.

The OPI requires a special education specialist(s), with IEP team input, to use one or more of the valid and reliable instruments included on the Early Childhood Outcomes (ECO) Center's Instrument Crosswalks to assess the child's level of performance at entry and exit. Requiring an "Instrument Crosswalks" assessment ensures that special education personnel will use an appropriate and valid assessment to determine child progress and ensures that a different specialist(s) is completing the COSF in a consistent manner.

After a review of all relevant data, the specialist(s) completes the Early Childhood Outcomes (ECO) Center Child Outcomes Summary Form (COSF). The COSF is completed at two different times for each child in a preschool program. First, the COSF is completed on each child entering a preschool program. Second, the COSF is once again completed when a child who has been in the preschool program for at least six months has turned six years of age or exited the program. This allows the OPI to compare exit to entry scores on each of the three developmental areas. To actually calculate the number and percentage of children who are in each of the official five reporting categories, the OPI uses the "COSF to OSEP Categories Calculator" to determine how each pair of entry-exit ratings from the seven-point COSF scale yields the five-point scale measuring this performance indicator. The COSF is included as part of the electronic special education records within the Achievement in Montana (AIM) system.

The State Performance Indicator 7 is divided into three sub-indicators. All three sub-indicators are discussed below.

### **Indicator 7A – Positive Social-Emotional Skills (including social relationships)**

The positive social-emotional skills outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

#### **Target Data Analysis**

Table 1.4 below presents the data for preschool children exiting the program during the 2010-2011 school year. In order to have met the target for 7A.1, the percentage of children who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program must be above the SPP Performance Target of 62.5 percent, within a 95 percent confidence interval, given a minimum N of 10. To have met the target of 7A.2, the percentage of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program must be above the SPP Performance Target of 61.0 percent, within a 95 percent confidence interval, given a minimum N of 10. The outcome data for the 2010-2011 school year is presented as two Summary Statements for Indicator 7A.

Table 1. 4 Positive Social-Emotional Skills for Children Exiting in the 2010-2011 School Year

**Indicator 7A.1** Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	23	20	87.0%	95.5%	67.9%	62.5%	Met
CSPD Region II - MNCESR	50	43	86.0%	93.1%	73.8%	62.5%	Met
CSPD Region III - SMART	79	57	72.2%	80.8%	61.4%	62.5%	Met
CSPD Region IV - RESA4U	50	31	62.0%	74.1%	48.2%	62.5%	Met
CSPD Region V - WM-CSPD	52	44	84.6%	92.0%	72.5%	62.5%	Met
<b>State of Montana</b>	<b>254</b>	<b>195</b>	<b>76.8%</b>	<b>81.5%</b>	<b>71.2%</b>	<b>62.5%</b>	<b>Met</b>

**Indicator 7A.2** The percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program.

CSPD Region I - PESA	46	35	76.1%	86.1%	62.1%	61.0%	Met
CSPD Region II - MNCESR	76	55	72.4%	81.2%	61.4%	61.0%	Met
CSPD Region III - SMART	115	74	64.3%	72.5%	55.3%	61.0%	Met
CSPD Region IV - RESA4U	69	41	59.4%	70.2%	47.6%	61.0%	Met
CSPD Region V - WM-CSPD	82	57	69.5%	78.4%	58.9%	61.0%	Met
<b>State of Montana</b>	<b>388</b>	<b>262</b>	<b>67.5%</b>	<b>72.0%</b>	<b>62.7%</b>	<b>61.0%</b>	<b>Met</b>

Analysis of target data indicates the following:

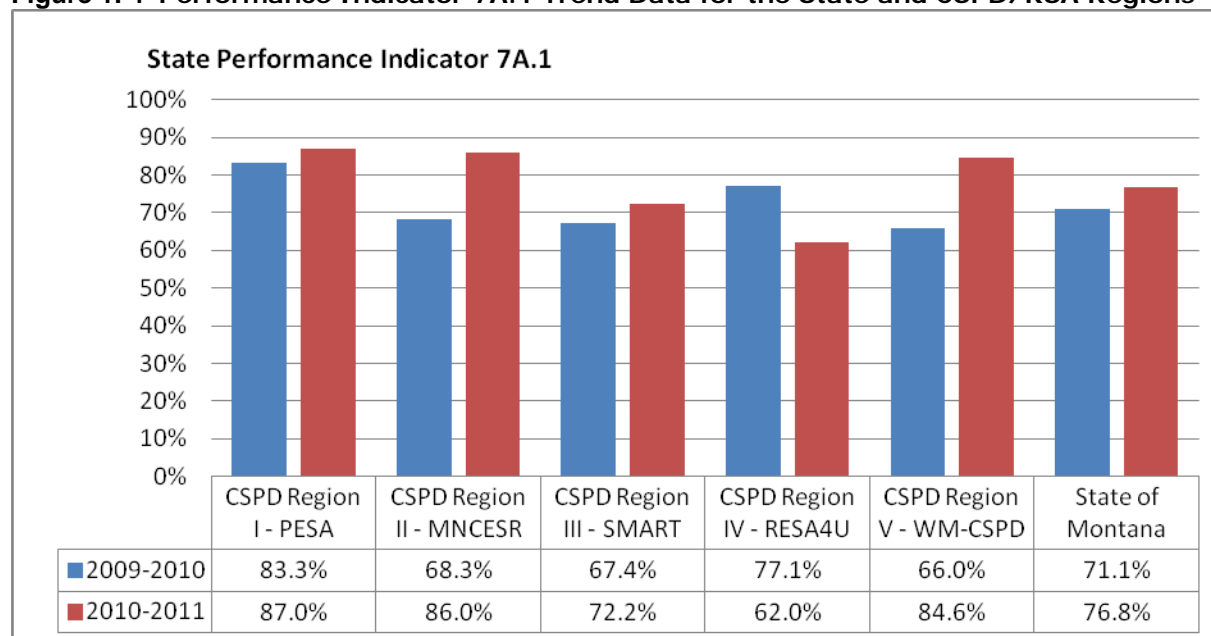
- ❖ The five CSPD/RSA regions and the state have met the performance targets for both Indicators 7A.1 and 7A.2.
- ❖ CSPD Region I-PESA, CSPD Region II-MNCESR, and CSPD Region IV-RESA4U have a **higher** percent of children who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program than the state's **76.8 percent**.
- ❖ CSPD Region I-PESA, CSPD Region II-MNCESR, and CSPD Region V-WM-CSPD have a **higher** percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program than the state's **67.5 percent**.

## Trend Data Analysis

Figure 1.4 provides trend data on the percent of students who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

Figure 1.5 provides trend data on the percent of students who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program.

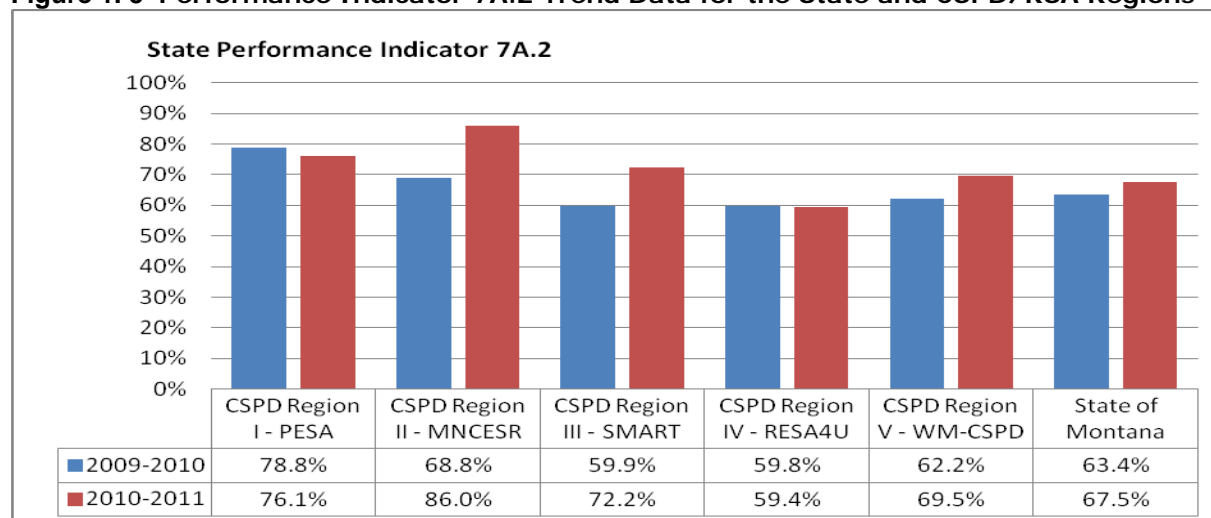
**Figure 1. 4 Performance Indicator 7A.1 Trend Data for the State and CSPD/RSA Regions**



Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a two-year period:
  - CSPD Region I-PESA shows an **increase** of 4.4 percent
  - CSPD Region II-MNCESR shows an **increase** of 25.9 percent
  - CSPD Region III-SMART shows an **increase** of 7.1 percent
  - CSPD Region IV-RESA4U shows a **decrease** of 19.6 percent
  - CSPD Region V-WM-CSPD shows an **increase** of 28.2 percent
  - The state of Montana shows an **increase** of 8.0 percent
- ❖ Data suggest the trend is an increasing number of students with disabilities are substantially increasing their rate of growth by the time they turn 6 years of age or exit the preschool program.

**Figure 1. 5 Performance Indicator 7A.2 Trend Data for the State and CSPD/RSA Regions**





Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a two-year period:
  - CSPD Region I-PESA shows a **decrease** of 3.4 percent
  - CSPD Region II-MNCESR shows an **increase** of 25.0 percent
  - CSPD Region III-SMART shows an **increase** of 20.5 percent
  - CSPD Region IV-RESA4U shows a **decrease** of 0.7 percent
  - CSPD Region V-WM-CSPD shows an **increase** of 11.7 percent
  - The state of Montana shows an **increase** of 6.5 percent
- ❖ Data suggest the trend is an increasing number of students with disabilities are functioning within age expectations by the time they turn 6 years of age or exit the preschool program.

### **Indicator 7B – Acquisition and Use of Knowledge and Skills**

The knowledge and skills acquired in the early childhood years, such as those related to communication, pre-literacy and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

### **Target Data Analysis**

Table 1.5 below presents the data for preschool children exiting the program during the 2010-2011 school year. In order to have met the target for 7B.1, the percentage of children who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program must be above the SPP Performance Target of 71.0 percent, within a 95 percent confidence interval, given a minimum N of 10. To have met the target of 7B.2, the percentage of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program must be above the SPP Performance Target of 33.0 percent, within a 95 percent confidence interval, given a minimum N of 10. The outcome data is presented as two Summary Statements for Indicator 7B.

Table 1. 5 Acquisition and Use of Knowledge and Skills

**Indicator 7B.1** Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	49	46	93.9%	97.9%	83.5%	71.0%	Met
CSPD Region II - MNCESR	74	63	85.1%	91.5%	75.3%	71.0%	Met
CSPD Region III - SMART	116	94	81.0%	87.1%	73.0%	71.0%	Met
CSPD Region IV - RESA4U	63	49	77.8%	86.3%	66.1%	71.0%	Met
CSPD Region V - WM-CSPD	87	78	89.7%	94.5%	81.5%	71.0%	Met
<b>State of Montana</b>	<b>389</b>	<b>330</b>	<b>84.8%</b>	<b>88.1%</b>	<b>80.9%</b>	<b>71.0%</b>	<b>Met</b>

**Indicator 7B.2** The percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program

CSPD Region I - PESA	53	44	83.0%	90.8%	70.8%	33.0%	Met
CSPD Region II - MNCESR	77	43	55.8%	66.4%	44.7%	33.0%	Met
CSPD Region III - SMART	116	63	54.3%	63.1%	45.3%	33.0%	Met
CSPD Region IV - RESA4U	71	38	53.5%	64.6%	42.0%	33.0%	Met
CSPD Region V - WM-CSPD	95	60	63.2%	72.2%	53.1%	33.0%	Met
<b>State of Montana</b>	<b>412</b>	<b>248</b>	<b>60.2%</b>	<b>64.8%</b>	<b>55.4%</b>	<b>33.0%</b>	<b>Met</b>

Analysis of target data indicates the following:

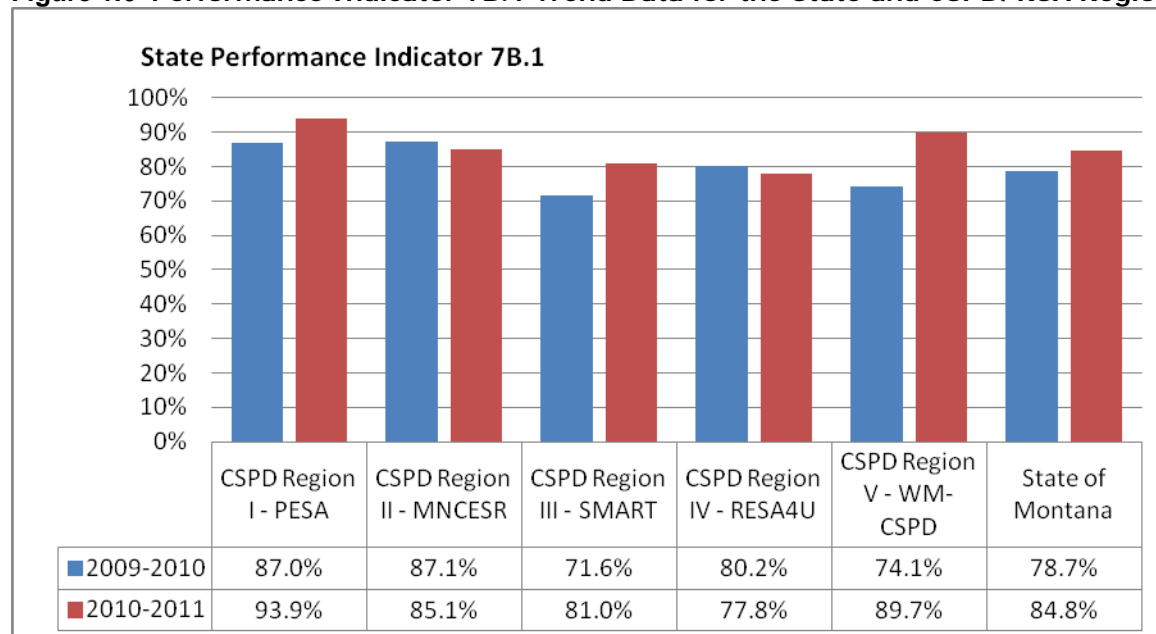
- ❖ The five CSPD/RSA regions and the state have met the performance targets for both Indicators 7B.1 and 7B.2.
- ❖ CSPD Region I-PESA, CSPD Region II-MNCESR, and CSPD Region V-WM-CSPD have a **higher** percent of children who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program than the state's **84.8 percent**.
- ❖ CSPD Region I-PESA and CSPD Region V-WM-CSPD have a **higher** percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program than the state's **60.2 percent**.

## Trend Data Analysis

Figure 1.6 provides trend data on the percent of students who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

Figure 1.7 provides trend data on the percent of students who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program.

**Figure 1.6 Performance Indicator 7B.1 Trend Data for the State and CSPD/RSA Regions**

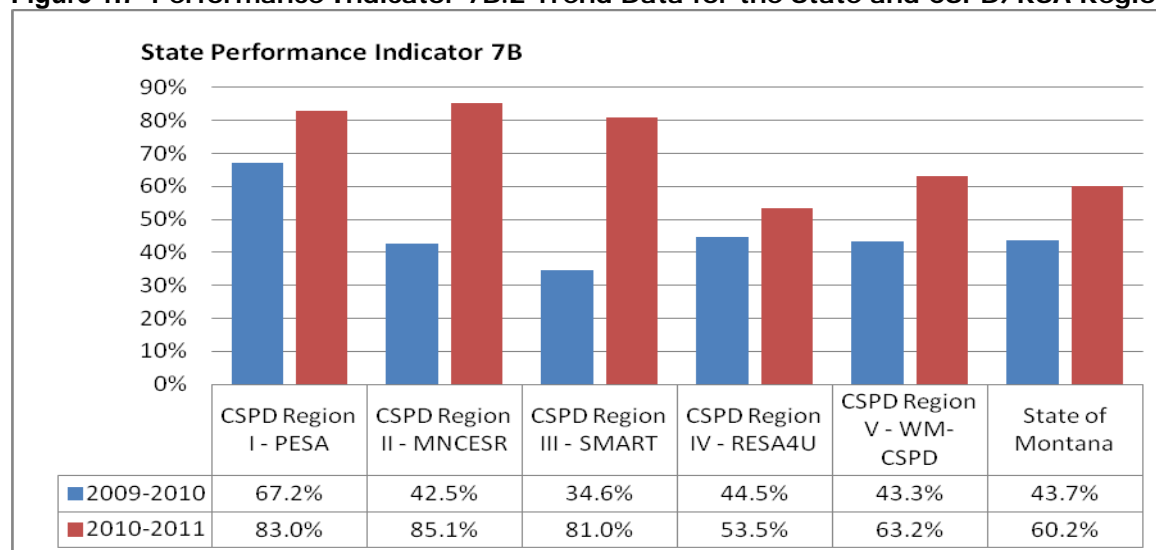


Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a two-year period:
  - CSPD Region I-PESA shows an **increase** of 7.9 percent
  - CSPD Region II-MNCESR shows a **decrease** of 2.3 percent
  - CSPD Region III-SMART shows an **increase** of 13.1 percent
  - CSPD Region IV-RESA4U shows a **decrease** of 3.0 percent
  - CSPD Region V-WM-CSPD shows an **increase** of 21.1 percent
  - The state of Montana shows an **increase** of 7.8 percent
- ❖ Data suggest the trend is an increasing number of students with disabilities are substantially increasing their rate of growth by the time they turn 6 years of age or exit the preschool program.

❖

**Figure 1.7 Performance Indicator 7B.2 Trend Data for the State and CSPD/RSA Regions**



Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a two-year period:
  - CSPD Region I-PESA shows an **increase** of 23.5 percent
  - CSPD Region II-MNCESR shows an **increase** of 100.2 percent
  - CSPD Region III-SMART shows an **increase** of 134.1 percent
  - CSPD Region IV-RESA4U shows an **increase** of 20.2 percent
  - CSPD Region V-WM-CSPD shows an **increase** of 46.0 percent
  - The state of Montana shows an **increase** of 37.8 percent
- ❖ Data suggest the trend is an increasing number of students with disabilities are functioning within age expectations by the time they turn 6 years of age or exit the preschool program.

### **Indicator 7C- Use of Appropriate Behaviors to Meet Their Needs**

The use of appropriate behaviors to meet their needs outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

### **Target Data Analysis**

Table 1.6 below presents the data for preschool children exiting the program during the 2010-2011 school year. In order to have met the target for 7C.1, the percentage of children who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program must be above the SPP Performance Target of 60.0 percent, within a 95 percent confidence interval, given a minimum N of 10. To have met the target of 7C.2, the percentage of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program must be above the SPP Performance Target of 65.0 percent, within a 95 percent confidence interval, given a minimum N of 10. The outcome data for the 2010-2011 school year is presented as two Summary Statements for Indicator 7C.

**Table 1. 6 Use of Appropriate Behaviors to Meet Their Needs**

**Indicator 7C.1** Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

	Total Number of Children	Number of Children	Percent of Children	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	21	18	85.7%	95.0%	65.4%	60.0%	Met
CSPD Region II - MNCESR	42	35	83.3%	91.7%	69.4%	60.0%	Met
CSPD Region III - SMART	77	53	68.8%	78.1%	57.8%	60.0%	Met
CSPD Region IV - RESA4U	47	32	68.1%	79.6%	53.8%	60.0%	Met
CSPD Region V - WM-CSPD	48	38	79.2%	88.3%	65.7%	60.0%	Met
<b>State of Montana</b>	<b>235</b>	<b>176</b>	<b>74.9%</b>	<b>80.0%</b>	<b>69.0%</b>	<b>60.0%</b>	<b>Met</b>

**Indicator 7C.2** The percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program

CSPD Region I - PESA	44	34	77.3%	87.2%	63.0%	65.0%	Met
CSPD Region II - MNCESR	77	59	76.6%	84.7%	66.0%	65.0%	Met
CSPD Region III - SMART	111	71	64.0%	72.3%	54.7%	65.0%	Met
CSPD Region IV - RESA4U	70	46	65.7%	75.8%	54.0%	65.0%	Met
CSPD Region V - WM-CSPD	85	58	68.2%	77.2%	57.7%	65.0%	Met
<b>State of Montana</b>	<b>387</b>	<b>268</b>	<b>69.3%</b>	<b>73.6%</b>	<b>64.5%</b>	<b>65.0%</b>	<b>Met</b>

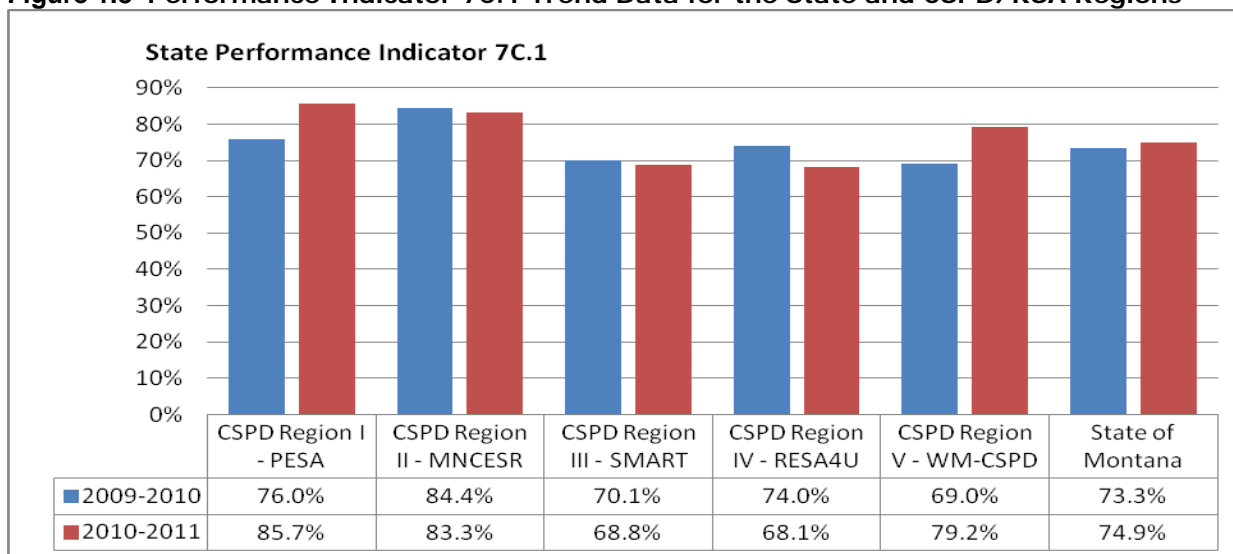
Analysis of the target indicates the following:

- ❖ The five CSPD/RSA regions and the state have met the performance targets for both Indicators 7C.1 and 7C.2.
- ❖ CSPD Region I-PESA, CSPD Region II-MNCESR, and CSPD Region V-WM-CSPD have **higher** percents of children who have substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program than the state's **74.9 percent**.
- ❖ CSPD Region I-PESA and CSPD Region II-MNCESR have **higher** percents of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program than the state's **69.3 percent**.

## Trend Data Analysis

Figure 1.8 provides trend data on the percent of students who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program. Figure 1.9 provides trend data on the percent of students who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program.

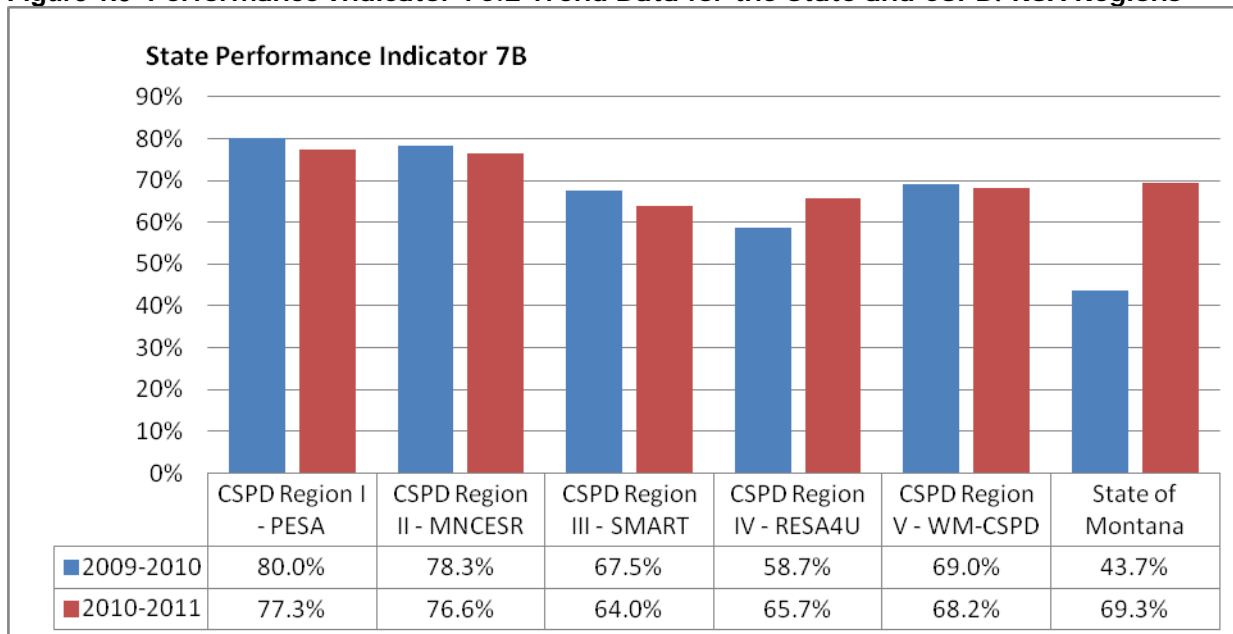
**Figure 1.8 Performance Indicator 7C.1 Trend Data for the State and CSPD/RSA Regions**



Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a two-year period:
  - CSPD Region I-PESA shows an **increase** of 12.8 percent
  - CSPD Region II-MNCE SR shows a **decrease** of 1.3 percent
  - CSPD Region III-SMART shows a **decrease** of 1.8 percent
  - CSPD Region IV-RESA4U shows a **decrease** of 8.0 percent
  - CSPD Region V-WM-CSPD shows an **increase** of 14.8 percent
  - The state of Montana shows an **increase** of 2.2 percent
- ❖ Data suggest the trend is a decreasing number of students with disabilities who are substantially increasing their rate of growth by the time they turn 6 years of age or exit the preschool program.

**Figure 1.9 Performance Indicator 7C.2 Trend Data for the State and CSPD/RSA Regions**



Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a two-year period:
  - CSPD Region I-PESA shows a **decrease** of 3.4 percent
  - CSPD Region II-MNCESR shows a **decrease** of 2.2 percent
  - CSPD Region III-SMART shows a **decrease** of 5.2 percent
  - CSPD Region IV-RESA4U shows an **increase** of 11.9 percent
  - CSPD Region V-WM-CSPD shows a **decrease** of 1.2 percent
  - The state of Montana shows an **increase** of 58.6 percent
- ❖ Data suggest the trend is a decreasing number of students with disabilities are functioning within age expectations by the time they turn 6 years of age or exit the preschool program.

### Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

### Improvement Strategies

The CSPD regions are identified in the State Performance Plan as a resource for assisting with the following improvement activities for this performance indicator. This information is provided to help guide the planning of professional development activities that will be aligned with established improvement strategies.

	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
1.	Provide statewide training and guidance for IEP teams	2008-2010	OPI Staff CSPD/ECPPD ECO MPRRC
2.	Provide telephone support and on-site training, as needed.	2008-2010	OPI Staff CSPD/ECPPD MPRRC
3.	Provide professional development and training to personnel providing services to preschool-age children on scientific, research-based strategies related to positive social emotional skills, use of appropriate behaviors and acquisition and use of knowledge and skills, including early language/communication and literacy.	2008-2010	OPI staff MPRRC CSPD ECPPD MSHA ECO CELL

## **MONTANA CORRELATE 2: Assessment**

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

### **Indicator 3 – State Assessments**

#### **Overview**

Continuing with the Academic Performance category, Montana Correlate #2 asserts effective schools use multiple evaluation and assessment strategies to meet student needs and support proficient student work. The State Performance Plan Indicator #3 evaluates district performance in supporting proficient student work by assessing district performance on AYP objectives and the participation and performance of students with disabilities on state assessments. The State Performance Plan Indicator 3 is divided into three sub-indicators. All three sub-indicators are discussed below.

#### **Indicator 3A – Meeting Montana’s AYP Objectives for the Disability Subgroup**

Adequate yearly progress (AYP) is measured using Montana's required 3rd-8th, and 10th-grade criterion-referenced reading and math test scores, participation, attendance, and graduation rates. Each school's test scores are divided into 10 student groups based on race/ethnicity, economically disadvantaged, students with disabilities, and limited English proficiency. If any of the 10 student groups do not meet any of six AYP measurements, then the entire school or district is labeled as not meeting the federal AYP requirements. Further information regarding adequate yearly progress can be found at [http://www.opi.mt.gov/Reports&Data/Index.html?gpm=1\\_3](http://www.opi.mt.gov/Reports&Data/Index.html?gpm=1_3).

For purposes of the IDEA – Part B State Performance Plan, states are required to report on the number of districts with a minimum N of 30 for the disability subgroup meeting Montana’s AYP objectives. The state is required to evaluate and report districts meeting the state’s overall AYP objectives. The districts must meet AYP objectives in both Reading and Math content areas in order to be counted as having met overall AYP objectives.

#### **Target Data Analysis**

Table 2.1 below provides an evaluation of regional and state performance related to the established performance target for school districts meeting the AYP objectives for the disability subgroup. In order to have met the target for 3A, the percentage of districts who met AYP must be above the SPP Performance Target of 41.5 percent. These evaluations are based on the 2010-2011 school year.



**Table 2.1 Districts Meeting Montana's AYP Objectives for the Disability Subgroup**

	Number of Districts Meeting Min N for Subgroup	Number of Districts Meeting AYP Objectives	Percent of Districts Meeting AYP Objectives	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	11	1	9.1%	37.7%	1.6%	41.5%	Not Met
CSPD Region II - MNCESR	6	0	0.0%	39.0%	0.0%	41.5%	Not Met
CSPD Region III - SMART	11	0	0.0%	25.9%	0.0%	41.5%	Not Met
CSPD Region IV - RESA4U	12	1	8.3%	35.4%	1.5%	41.5%	Not Met
CSPD Region V - WM-CSPD	21	3	14.3%	34.6%	5.0%	41.5%	Not Met
<b>State of Montana</b>	<b>61</b>	<b>5</b>	<b>8.2%</b>	<b>17.8%</b>	<b>3.6%</b>	<b>41.5%</b>	<b>Not Met</b>

Analysis of the target data indicates:

- Neither the state nor any of the five CSPD/RSA regions met the established performance target of **41.5 percent**, within a 95 percent confidence interval.
- Out of the 6 districts meeting the minimum N of 30 in the disability subgroup in CSPD Region II-MNCESR, no district met the overall AYP objectives.
- Out of the 11 districts meeting the minimum N of 30 in the disability subgroup in CSPD Region III-SMART, no district met the overall AYP objectives.
- CSPD Region I-PESA, Region IV-RESA4U, and Region V-WM-CSPD had a **higher** percentage of districts meeting overall AYP objectives than the state.

### Trend Data Analysis

Table 2.2 below provides trend data for the state performance plan Indicator 3A, the percent of districts with a minimum N of 30 for the disability subgroup that met the overall AYP Objectives.

**Table 2.2 Indicator 3A Trend Data for the 2010-2011 School Year**

	2007-2008	2008-2009	2009-2010	2010-2011
CSPD Region I - PESA	36.4%	0.0%	22.2%	9.1%
CSPD Region II - MNCESR	50.0%	14.3%	0.0%	0.0%
CSPD Region III - SMART	35.7%	0.0%	11.1%	0.0%
CSPD Region IV - RESA4U	40.0%	7.7%	0.0%	8.3%
CSPD Region V - WM-CSPD	52.2%	16.7%	33.3%	14.3%
State of Montana	44.3%	8.8%	17.9%	8.2%

Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a four-year period for this indicator:
  - CSPD Region I-PESA shows a **decrease** of 75.0 percent
  - CSPD Region II-MNCESR shows a **decrease** of 100 percent
  - CSPD Region III-SMART shows a **decrease** of 100 percent
  - CSPD Region IV-RESA4U shows a **decrease** of 79.3 percent
  - CSPD Region V-WM-CSPD shows a **decrease** of 72.6 percent
  - The state of Montana shows a **decrease** of 81.5 percent
- ❖ Data suggest the trend is an increasing number of schools not meeting the overall AYP objectives for students with disabilities.

### **Indicator 3B – Participation Rates of Students with Disabilities in State Assessments**

Participation rates of students with disabilities in assessments for both Math and Reading are reported and performance targets have been established. Participation rates are calculated by dividing the number of special education students who participated in the Math or Reading assessment by the number of students in special education in all grades assessed. The count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt). Non-participation could be a student who was absent and did not take an assessment, who did not obtain a valid score, who took an out-of-level test, or who did not participate for other reasons.

Note: The state participation rate formula and the performance target for participation of students with disabilities in assessments for the State Performance Plan under IDEA is not the same as used for the AYP determination.

### **Target Data Analysis**

Table 2.3 below provides an evaluation of regional and state performance related to the established performance target for the participation rates of students with disabilities in state assessments for Reading. In order to have met the target for 3B, the participation rate of students with disabilities in state assessments for reading and math must be above the SPP Performance Target of 95.0 percent in each assessment area. These evaluations are based on the 2010-2011 school year.

## Reading

**Table 2.3 Participation Rates of Students with Disabilities in State Assessments for Reading**

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	985	949	96.3%	97.3%	95.0%	95.0%	<b>Met</b>
CSPD Region II - MNCESR	1246	1209	97.0%	97.8%	95.9%	95.0%	<b>Met</b>
CSPD Region III - SMART	2036	1942	95.4%	96.2%	94.4%	95.0%	<b>Met</b>
CSPD Region IV - RESA4U	1900	1825	96.1%	96.8%	95.1%	95.0%	<b>Met</b>
CSPD Region V - WM-CSPD	2767	2660	96.1%	96.8%	95.3%	95.0%	<b>Met</b>
<b>State of Montana</b>	<b>8934</b>	<b>8585</b>	<b>96.0%</b>	<b>96.4%</b>	<b>95.7%</b>	<b>95.0%</b>	<b>Met</b>

Analysis of the data provided above indicates:

- ❖ All five CSPD/RSA regions and the state have met the performance target of 95 percent of students with disabilities participating in state assessments for Reading, within a 95 percent confidence interval.
- ❖ Participation rates for CSPD Region I-PESA, Region II-MNCESR, Region IV-RESA4U, and Region V-WM-CSPD are **greater** than the established performance target for the 2010-2011 school year and the state's participation rate for Reading.

Table 2.4 below provides an evaluation of regional and state performance related to the established performance target for the participation rates of students with disabilities in state assessments for Math. These evaluations are based on the 2010-2011 school year.

## Math

**Table 2. 4 Participation Rates of Students with Disabilities in State Assessments for Math**

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	985	950	96.4%	97.4%	95.0%	95.0%	Met
CSPD Region II - MNCESR	1246	1218	97.8%	98.4%	96.8%	95.0%	<b>Met</b>
CSPD Region III - SMART	2036	1934	95.0%	95.9%	94.0%	95.0%	<b>Met</b>
CSPD Region IV - RESA4U	1900	1836	96.6%	97.4%	95.7%	95.0%	<b>Met</b>
CSPD Region V - WM-CSPD	2767	2664	96.3%	96.9%	95.5%	95.0%	<b>Met</b>
<b>State of Montana</b>	<b>8934</b>	<b>8602</b>	<b>96.3%</b>	<b>96.7%</b>	<b>95.9%</b>	<b>95.0%</b>	<b>Met</b>

Analysis of the data provided above indicates:

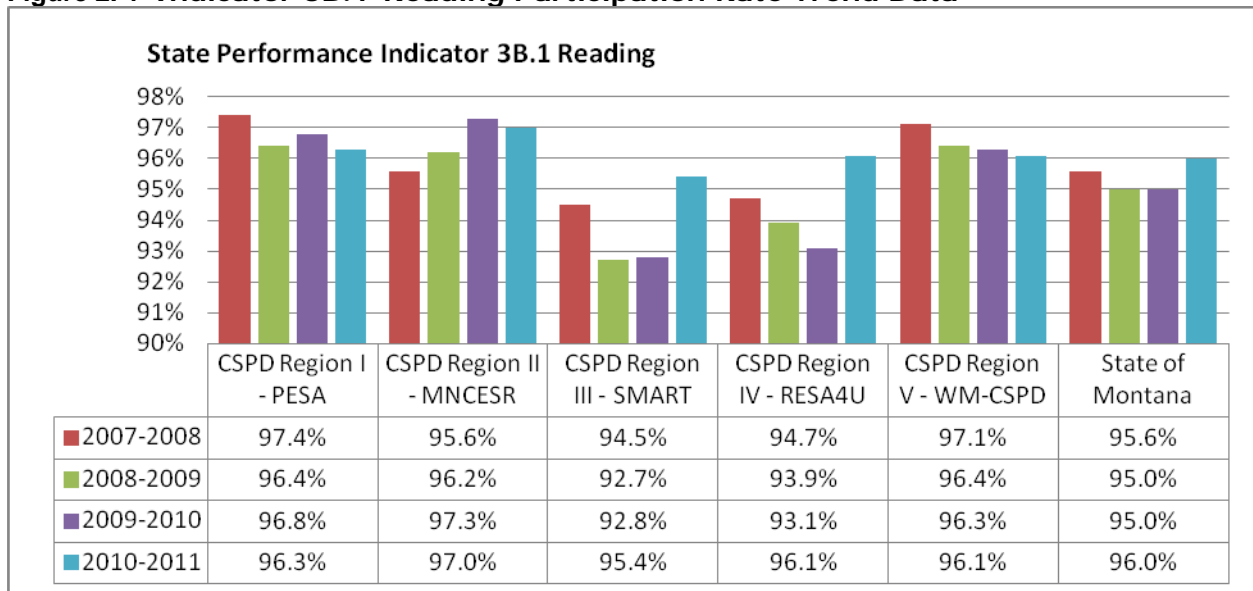
- ❖ All of the CSPD/RSA Regions and the state have met the performance target of 95 percent of students with disabilities participating in state assessments for Math, within a 95 percent confidence interval.
- ❖ As with Reading, participation rates for CSPD Region I-PESA, CSPD Region II-MNCESR, and CSPD Region IV-RESA4U are **greater** than the established performance target and the state's participation rate for Math.
- ❖ The participation rate for CSPD Region V-WM-CSPD is **equal** to the state's participation rate for Math.

## Trend Data Analysis

### Reading

Figure 2.1 provides trend data on the participation rates of students with disabilities in state assessments for Reading.

**Figure 2.1 Indicator 3B.1-Reading Participation Rate Trend Data**



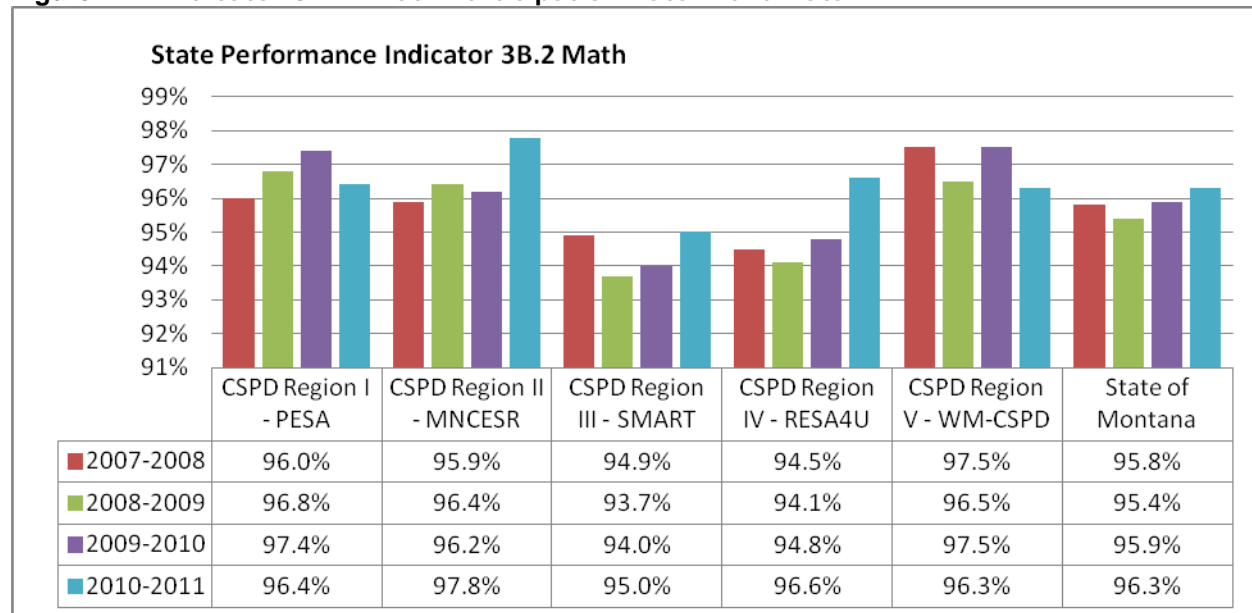
Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a four-year period for this indicator:
  - CSPD Region I-PESA shows a **decrease** of 1.1 percent
  - CSPD Region II-MNCESR shows an **increase** of 1.5 percent
  - CSPD Region III-SMART shows an **increase** of 1.0 percent
  - CSPD Region IV-RESA4U shows an **increase** of 1.5 percent
  - CSPD Region V-WM-CSPD shows a **decrease** of 1.0 percent
  - The state of Montana shows an **increase** of 0.4 percent
- ❖ Data suggest a trend developing of an increasing number of students with disabilities participating in the state assessment for Reading.

## Math

Figure 2.2 provides trend data on the participation rates of students with disabilities in state assessments for Math.

**Figure 2.2 Indicator 3B.2- Math Participation Rate Trend Data**



Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a four-year period for this indicator:
  - CSPD Region I-PESA shows an **increase** of 0.4 percent
  - CSPD Region II-MNCESR shows an **increase** of 2.0 percent
  - CSPD Region III-SMART shows an **increase** of 0.1 percent
  - CSPD Region IV-RESA4U shows an **increase** of 2.2 percent
  - CSPD Region V-WM-CSPD shows a **decrease** of 1.2 percent
  - The state of Montana shows an **increase** of 0.5 percent
- ❖ Data suggest a trend developing of an increasing number of students with disabilities participating in the state assessment for Math.

## **Indicator 3C – Proficiency Rates of Students with Disabilities on State Assessments**

Proficiency rates of students with disabilities in assessments for both Math and Reading are reported and performance targets have been established in the subject areas of Math and Reading. Proficiency rates are calculated by dividing the number of special education students scoring Proficient or Advanced in the Math assessment by the number of students in all grades assessed. This count includes all students with disabilities who scored proficient or above in the regular assessment (CRT) with or without accommodations, as well as those who scored proficient or above in the alternate assessment (CRT-Alt).

## Target Data Analysis

### Reading

Table 2.5 below provides an evaluation of regional and state performance related to the established *performance target* for proficiency rates of students with disabilities on reading assessments. In order to have met the target for 3C Reading, the proficiency rate for students with disabilities on state assessments must be above the SPP Performance Target of 33.5 percent, within a 95 percent confidence interval given a minimum N of 30. These evaluations are based on the 2010-2011 school year.

**Table 2.5 Proficiency Rates of Students with Disabilities on Reading Assessments**

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	937	420	44.8%	48.0%	41.7%	33.5%	<b>Met</b>
CSPD Region II- MNCESR	1174	498	42.4%	45.3%	39.6%	33.5%	<b>Met</b>
CSPD Region III - SMART	1925	924	48.0%	50.2%	45.8%	33.5%	<b>Met</b>
CSPD Region IV - RESA4U	1810	992	54.8%	57.1%	52.5%	33.5%	<b>Met</b>
CSPD Region V - WM- CSPD	2640	1469	55.6%	57.5%	53.7%	33.5%	<b>Met</b>
<b>State of Montana</b>	<b>8486</b>	<b>4303</b>	<b>50.7%</b>	<b>51.8%</b>	<b>49.6%</b>	<b>33.5%</b>	<b>Met</b>

Target data indicate:

- ❖ Within the CSPD/RSA regions, the percent of students with disabilities scoring proficient or above on reading assessments range from a **high** of **55.6 percent** to a **low** of **42.4 percent**.
- ❖ The state and all CSPD/RSA regions have a proficiency rate for students with disabilities that is **greater** than the state performance plan target.
- ❖ The state and all CSPD/RSA regions meet the established performance target of **33.5 percent** will score proficient or above on state Reading assessments.

## Math

Table 2.6 below provides an evaluation of regional and state performance related to the established *performance target* for proficiency rates of students with disabilities on math assessments. In order to have met the target for 3C Math, the proficiency rate for students with disabilities on state assessments must be above the SPP Performance Target of 33.5 percent, within a 95 percent confidence interval given a minimum N of 30. These evaluations are based on the 2010-2011 school year.

**Table 2.6 Proficiency Rates of Students with Disabilities on Math Assessments**

	Number of Students With Disabilities in Grades Assessed	Number of Students With Disabilities Participating in State Assessment	Percent of Students Participating in State Assessment	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	937	251	26.8%	29.7%	24.1%	33.5%	Not Met
CSPD Region II- MNCESR	1174	339	28.9%	31.5%	26.4%	33.5%	Not Met
CSPD Region III - SMART	1925	521	27.1%	29.1%	25.1%	33.5%	Not Met
CSPD Region IV - RESA4U	1810	618	34.1%	36.4%	32.0%	33.5%	Met
CSPD Region V - WM-CSPD	2640	938	35.5%	37.4%	33.7%	33.5%	Met
<b>State of Montana</b>	<b>8486</b>	<b>2667</b>	<b>31.4%</b>	<b>32.4%</b>	<b>30.4%</b>	<b>33.5%</b>	<b>Not Met</b>

Target data indicate:

- ❖ Within the CSPD/RSA regions, the percent of students with disabilities scoring proficient or above on math assessments range from a **high** of **35.5 percent** to a **low** of **26.8 percent**.
- ❖ The state, CSPD Region I-PESA, CSPD Region II-MNCESR, and CSPD Region III-SMART **DID NOT** meet the established performance target of **33.5 percent** of students with disabilities will score proficient or above on state math assessments.
- ❖ CSPD Region IV-RESA4U, and CSPD Region V-WM-CSPD have met the established performance target of **33.5 percent**.

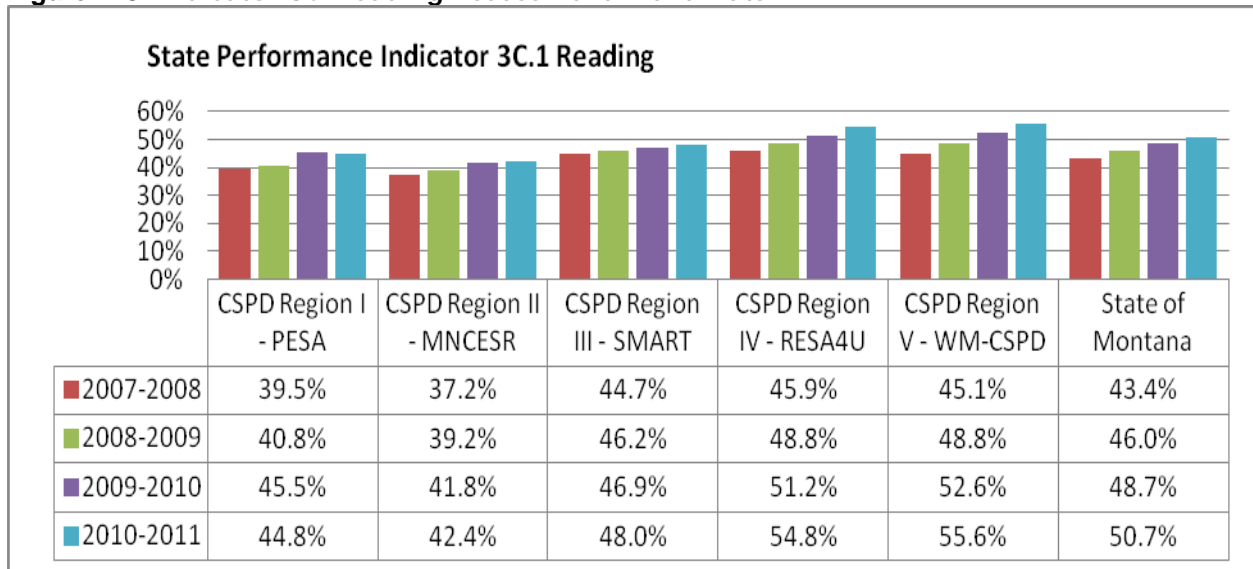


## Trend Data Analysis

### Reading

Figure 2.3 provides trend data on the proficiency rates of students with disabilities on state reading assessment.

**Figure 2. 3 Indicator 3C-Reading Assessment Trend Data**



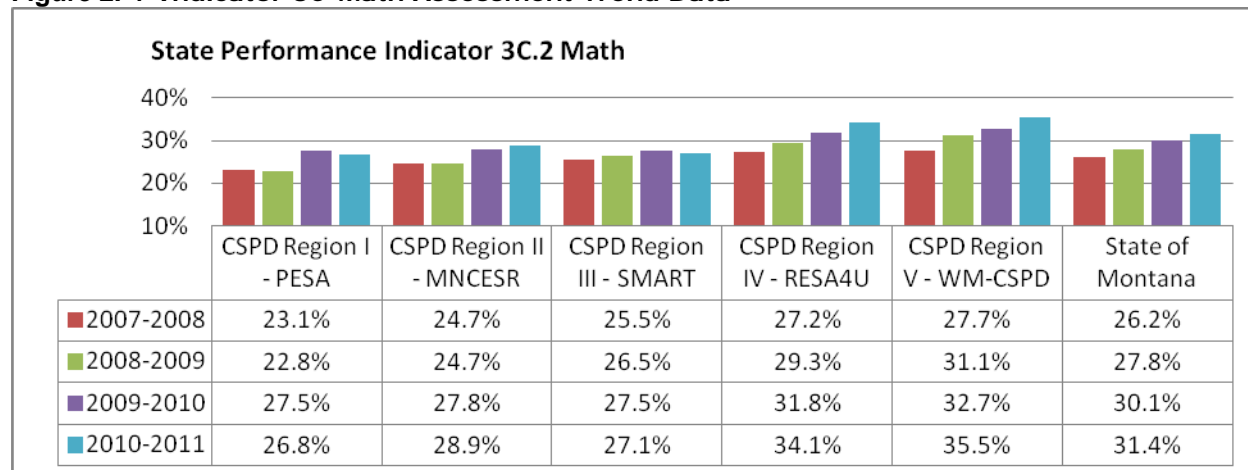
Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a four-year period for this indicator:
  - CSPD Region I-PESA shows an **increase** of 13.4 percent
  - CSPD Region II-MNCESR shows an **increase** of 14.0 percent
  - CSPD Region III-SMART shows an **increase** of 7.4 percent
  - CSPD Region IV-RESA4U shows an **increase** of 19.4 percent
  - CSPD Region V-WM-CSPD shows an **increase** of 23.3 percent
  - The state of Montana shows an **increase** of 16.8 percent
- ❖ Data suggest a trend developing of an increasing number of students with disabilities scoring proficient or above on the state assessment for Reading.

## Math

Figure 2.4 provides trend data on the proficiency rates of students with disabilities on state math assessments.

**Figure 2.4 Indicator 3C-Math Assessment Trend Data**



Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a four-year period for this indicator:
  - CSPD Region I-PESA shows an **increase** of 16.0 percent
  - CSPD Region II-MNCESR shows an **increase** of 17.0 percent
  - CSPD Region III-SMART shows an **increase** of 6.3 percent
  - CSPD Region IV-RESA4U shows an **increase** of 25.4 percent
  - CSPD Region V-WM-CSPD shows an **increase** of 28.2 percent
  - The state of Montana shows an **increase** of 19.8 percent
- ❖ Data suggest a trend developing of an increasing number of students with disabilities scoring proficient or above on the state assessment for Math.

## Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

## Improvement Strategies

The CSPD regions are identified in the State Performance Plan as a resource for assisting with the following improvement activities for this performance indicator. This information is provided to help guide the planning of professional development activities that will be aligned with established improvement strategies.

	<b>Improvement Strategy</b>	<b>Timeline</b>	<b>Resource</b>
1.	Provide professional development opportunities to LEAs on research-based strategies to improve student achievement.	Ongoing	OPI Staff CSPD Regions ESEA Staff Personnel Prep. Grant (SPDG) MPRRC
2.	Continue to implement MBI to promote a positive environment which supports student learning.	Ongoing	CSPD Regions OPI School Foods OPI Staff Board of Crime Control University of Montana/DERS Department of Emergency Services
3.	Provide training in practices to improve instruction through the Response to Intervention (RTI) project.	2010-2012	OPI Staff CSPD Regions

## **MONTANA CORRELATE 3: Instruction**

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

### **Indicator 1 – Graduation Rates**

#### **Overview**

Montana Correlate #3 asserts an effective school uses effective, varied, and research-based instructional programs that actively engages all students.

The State Performance Indicator #1 evaluates the effectiveness of the instructional program for students with disabilities by assessing improvements in graduation rates as students actively engaged in the instructional program will stay in school and graduate.

States are required to report using the graduation rate calculation and timeline established by the Department of Education under the Elementary and Secondary Education Act (ESEA). There is a one-year lag in reporting graduation rate data in the Annual Performance Report. The result is that data for this indicator will always be a year behind the data for other indicators.

Montana's U.S. Department of Education-approved high school graduation rate is an estimated cohort group rate. It utilizes both dropout and graduate data and uses data from four consecutive years. **Special education graduates** are the count of individuals who: 1) completed the high school graduation requirements of a school district, including early graduates, during the previous school year, or 2) completed the high school graduation requirements of a school district at the end of the summer prior to the current school year. **Special education school leaver cohorts** are the students with disabilities graduating in the current school year plus the number of dropouts and other completers of high school. Other high school completers include graduates receiving a standard high school diploma in more than the standard number of years and students receiving district-approved GEDs.

## Target Data Analysis

Table 3.1 below provides an evaluation of performance by CSPD region and the state in relation to the established performance target for graduation rates. In order to have met the target, the completion rate for students with disabilities graduating from high school with a regular diploma must be above the SPP Performance Target of 80.0 percent within a 95 percent confidence interval. These evaluations are based on the 2009-2010 school year as required by the U.S. Department of Education.

**Table 3.1 Graduation Rates for Students with Disabilities for the 2009-2010 School Year**

	School Leaver Cohort Total	Graduation Count for Special Education	Completion Rate for Special Education	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	135	101	74.8%	81.4%	66.9%	80.0%	Met
CSPD Region II - MNCESR	172	139	80.8%	86.0%	74.3%	80.0%	Met
CSPD Region III - SMART	291	231	79.4%	83.6%	74.4%	80.0%	Met
CSPD Region IV - RESA4U	224	162	72.3%	77.8%	66.1%	80.0%	Not Met
CSPD Region V - WM-CSPD	351	286	81.5%	85.2%	77.1%	80.0%	Met
<b>State of Montana</b>	<b>1173</b>	<b>919</b>	<b>78.3%</b>	<b>80.6%</b>	<b>75.9%</b>	<b>80.0%</b>	<b>Met</b>

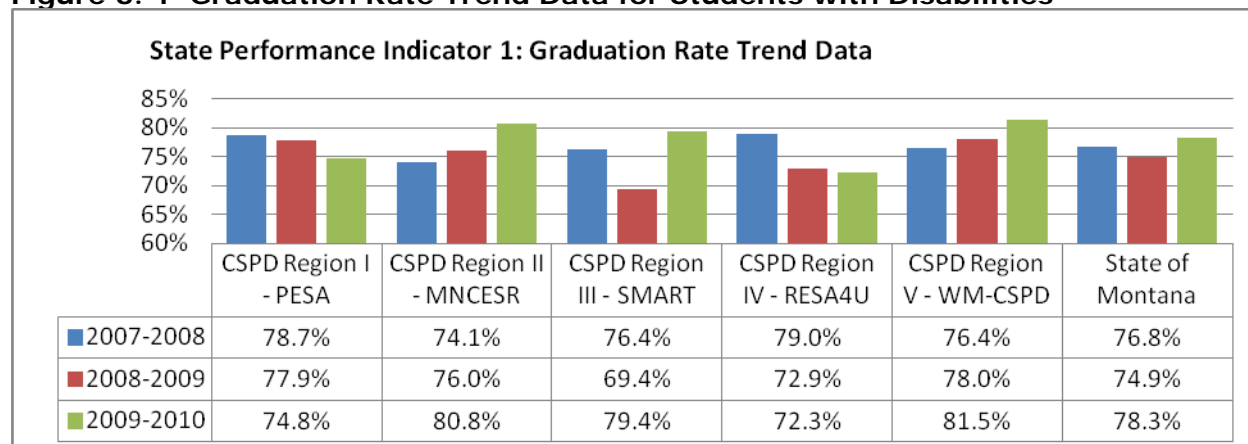
Target data indicate:

- CSPD Region IV-RESA4U has not met the state's established performance target of **80 percent**.
- The state, CSPD Region I-PESA, CSPD Region II-MNCESR, CSPD Region III-SMART, and CSPD Region V-WM-CSPD have met the established performance target of **80 percent**.
- Graduation rates for the CSPD/RSA regions range from a low of **72.3 percent** to a high of **81.5 percent**.

## Trend Data Analysis

Figure 3.1 below shows the trend data for graduation rates for students with disabilities. Only three years of trend are shown due to a recent change in the formula for calculating graduation rates to a cohort graduation rate as required by the U.S. Department of Education.

**Figure 3. 1 Graduation Rate Trend Data for Students with Disabilities**



Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a three-year period for this indicator:
  - CSPD Region I-PESA shows a **decrease** of 4.9 percent.
  - CSPD Region II-MNCESR shows an **increase** of 9.0 percent.
  - CSPD Region III-SMART shows an **increase** of 3.9 percent.
  - CSPD Region IV-RESA4U shows a **decrease** of 8.4 percent.
  - CSPD Region V-WM-CSPD shows an **increase** of 6.6 percent.
  - The state of Montana shows an **increase** of 2.0 percent

## Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

## Improvement Strategies

The CSPD regions are identified in the State Performance Plan as a resource for assisting with the following improvement activities for this performance indicator. This information is provided to help guide the planning of professional development activities that will be aligned with established improvement strategies.

	Improvement Strategy	Timeline	Resource
1.	Through the Montana Behavioral Initiative (MBI), provide training to LEA staff regarding improving school climate, instructional techniques, and implementing schoolwide approaches to positive behavioral intervention and support.	Ongoing	CSPD Regions OPI School Foods OPI Staff Board of Crime Control University of Montana/DERS Department of Emergency Services
2.	Through the Montana Behavioral Initiative (MBI) Youth Days, provide training to youth in character education and service learning.	Ongoing	CSPD Regions OPI School Foods OPI Staff Board of Crime Control University of Montana/DERS Department of Emergency Services
3.	Provide professional development opportunities to enhance LEAs' knowledge and implementation of effective strategies to	Ongoing	National Dropout Prevention Center OPI Staff MPRRC

	improve graduation rates.		National Technical Assistance Centers SPDG CSPD
4.	Continue to provide professional development, technical assistance and support to LEAs in the development of transition services as a part of students' IEP.	Ongoing	OPI Staff Contracted Personnel MPRRC CSPD NSTTAC

## Indicator 2 – Dropout Rates

### Overview

The State Performance Indicator #2 – Dropout rates is another way to evaluate an effective instructional program (Montana Correlate #3) by assessing improvement in the percent of students with disabilities dropping out of school.

As with graduation rates, the data source and measurement for this indicator has recently been revised to align with the ESEA reporting timelines and dropout rate calculation. There is a one-year data lag for this indicator. **Therefore, data is for the 2009-2010 school year rather than the 2010-2011 school year.**

The special education dropout rate calculation is an event rate (a snapshot of those who drop out in a single year) adapted from the National Center for Education Statistics (NCES) at the U.S. Department of Education. The dropout rate is calculated by dividing the number of special education dropouts, grades 7-12, by the number of students with disabilities, grades 7-12, enrolled in school as of the first Monday in October.

### Target Data Analysis

Table 3.2 provides an evaluation of regional and state performance related to the established performance target for dropout rates. In order to have met the target, the dropout rate for students with disabilities must be below the SPP Performance Target of 4.9 percent within a 95 percent confidence interval. These evaluations are based on the 2009-2010 school year.

**Table 3.2 Dropout Rates for Students with Disabilities for the 2009-2010 School Year.**

	Special Education Student Count, Grades 7-12	Special Education Dropout Count	Dropout Rate for Special Education	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	782	50	6.4%	8.3%	4.9%	4.9%	Met
CSPD Region II - MNCSR	1142	57	5.0%	6.4%	3.9%	4.9%	Met
CSPD Region III - SMART	1650	43	2.6%	3.5%	1.9%	4.9%	Met
CSPD Region IV - RESA4U	1584	53	3.3%	4.4%	2.6%	4.9%	Met
CSPD Region V - WM-CSPD	2079	53	2.5%	3.3%	2.0%	4.9%	Met
<b>State of Montana</b>	<b>7237</b>	<b>256</b>	<b>3.5%</b>	<b>4.0%</b>	<b>3.1%</b>	<b>4.9%</b>	<b>Met</b>

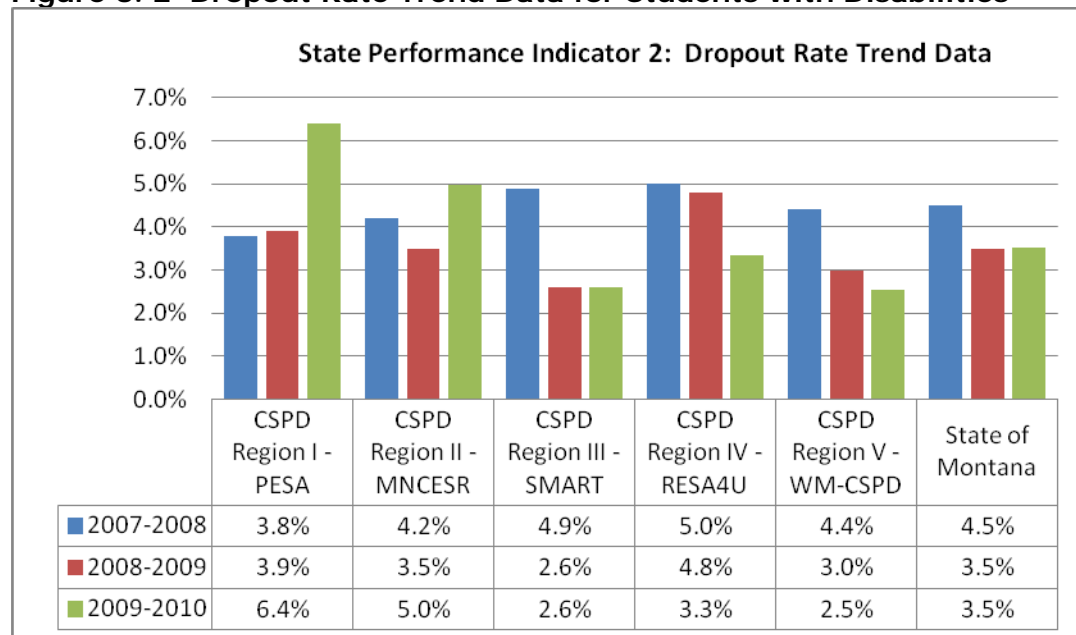
Target Data indicates:

- The state and all CSPD/RSA regions have met the established performance target of **4.9 percent**.
- Dropout rates for the state and CSPD/RSA regions ranged from a high of **6.4 percent** to a low of **2.5 percent**.

### Trend Data Analysis

Figure 3.2 below shows the trend data for dropout rates for students with disabilities. Only three years of trend are shown due to a recent change in the formula for calculating graduation rates to a cohort graduation rate as required by the U.S. Department of Education.

**Figure 3. 2 Dropout Rate Trend Data for Students with Disabilities**



Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a two-year period for this indicator:
  - CSPD Region I-PESA shows an **increase** of 68.3 percent.
  - CSPD Region II-MNCESR shows an **increase** of 18.8 percent.
  - CSPD Region III-SMART shows a **decrease** of 46.8 percent.
  - CSPD Region IV-RESA4U shows a **decrease** of 33.1 percent.
  - CSPD Region V-WM-CSPD shows a **decrease** of 42.1 percent.
  - The state of Montana shows a **decrease** of 21.6 percent

### Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

## **Improvement Strategies**

The CSPD/RSA regions are identified in the State Performance Plan as a resource for assisting with the following improvement activities for this performance indicator. This information is provided to help guide the planning of professional development activities that will be aligned with established improvement strategies.

	Improvement Strategy	Timeline	Resource
1.	Through the Montana Behavioral Initiative (MBI), provide training to LEA staff regarding improving school climate, instructional techniques, and implementing schoolwide approaches to positive behavioral intervention and support.	Ongoing	CSPD Regions OPI School Foods OPI Staff Board of Crime Control University of Montana/DERS Department of Emergency Services
2.	Through the Montana Behavioral Initiative (MBI) Youth Days, provide training to youth in character education and service learning.	Ongoing	CSPD Regions OPI School Foods OPI Staff Board of Crime Control University of Montana/DERS Department of Emergency Services
3.	Provide professional development opportunities to enhance LEAs' knowledge and implementation of effective strategies to decrease student dropouts.	Ongoing	National Dropout Prevention Center OPI Staff MPRRC National Technical Assistance Centers SPDG CSPD

## **Indicator 13 – Secondary Transition**

### **Overview**

The State Performance Indicator #13 – Secondary Transition with IEP Goals is another way to evaluate an effective instructional program (Montana Correlate #3) by assessing IEPs of students with disabilities, aged 16 and older, to ensure that appropriate measurable postsecondary goals are included and that the student's transition service needs are being met.

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, ***performance for this indicator is only reported for the CSPD regions in which districts were monitored in the year in which data is being reported. Monitoring was conducted in the 2010-2011 school year.*** The OPI reviews a sample of student records for students, ages 16 and older, to ensure their IEPs include coordinated, measurable, annual goals and transition services that will reasonably enable students to meet postsecondary goals.

The secondary transition IEP goals rate is calculated by dividing the number of reviewed IEPs for students aged 16 and older that include coordinated, measurable, annual IEP goals and transition services by the total number of reviewed IEPs for students aged 16 and older.



## Target Data Analysis

Table 3.3 provides an evaluation of regional and state performance related to the established performance target for secondary transition. In order to have met the target, the percent of IEPs with secondary transition goals must be at the SPP Performance Target of 100 percent, as this is a compliance indicator. The data are based on the monitoring data from the 2010-2011 school year.

**Table 3.3 Secondary Transition Data for the 2010-2011 School Year**

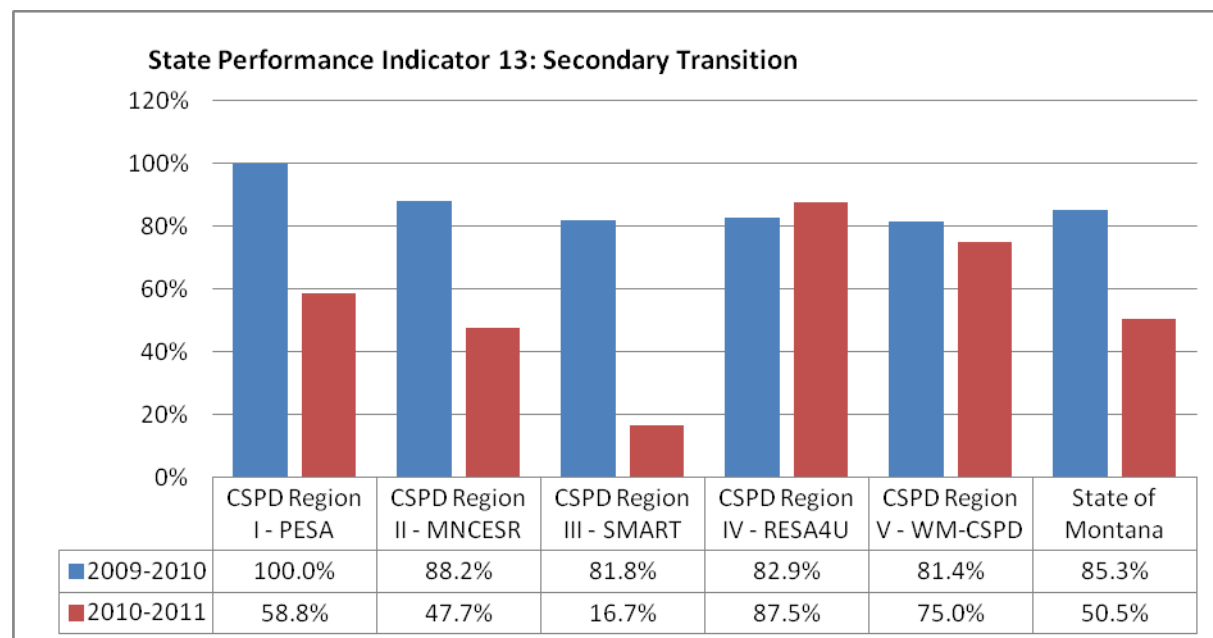
	Number of IEPs Reviewed	Number of IEPs with Transition Goals	Percent of Secondary transition with IEP Goals
CSPD Region I - PESA	17	10	58.8%
CSPD Region II - MNCESR	44	21	47.7%
CSPD Region III - SMART	18	3	16.7%
CSPD Region IV - RESA4U	8	7	87.5%
CSPD Region V - WM-CSPD	12	9	75.0%
<b>State of Montana</b>	99	50	50.5%

Target data indicates:

- The state and all five (5) CSPD/RSA regions indicate the percent of IEPs with secondary transition goals rate is below a 100 percent.

## Trend Data Analysis

Figure 3.3 below shows the trend data for IEPs with secondary transition goals. Only two years of trend are shown due to a recent change in the formula for calculating the percentage of IEPs with secondary transition goals as required by the U.S. Department of Education.



Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a two-year period for this indicator:
  - CSPD Region I-PESA shows a **decrease** of 41.2 percent
  - CSPD Region II-MNCESR shows a **decrease** of 45.9 percent
  - CSPD Region III-SMART shows a **decrease** of 79.6 percent
  - CSPD Region IV-RESA4U shows an **increase** of 5.5 percent
  - CSPD Region V-WM-CSPD shows a **decrease** of 7.9 percent
  - The state of Montana shows a **decrease** of 40.8 percent

## Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

## Improvement Strategies

The CSPD regions are identified in the State Performance Plan as a resource for assisting with the following improvement activities for this performance indicator. This information is provided to help guide the planning of professional development activities that will be aligned with established improvement strategies.

	Improvement Strategy	Timeline	Resource
1.	Continue to provide technical assistance and professional development to LEAs and school personnel on transition requirements and IEP development.	Ongoing	OPI Staff CSPD Transition Coaches MPRRC
2.	Work with the IHEs to help ensure students in preservice education receive information and training related to transition requirements under IDEA and the development of appropriate goals.	Ongoing	OPI Staff CSPD State Council

# LEARNING ENVIRONMENT

## MONTANA CORRELATE 4: School Culture

The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

### Indicator 4 – Suspension and Expulsion Rates

#### Overview

Montana Correlate #4 asserts an effective school functions as an effective learning community and supports a climate conducive to performance excellence.

The State Performance Indicator #4 evaluates whether the school can be considered an effective learning community with a climate conducive to performance excellence by looking at the long-term suspension/expulsion rates of students with disabilities compared to the long-term suspension/expulsion rates of nondisabled students.

The OPI compares the long-term suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students in order to determine if there is a *significant discrepancy* occurring with respect to long-term suspension and expulsion rates for students with disabilities.

#### Long-term Suspension or Expulsion Definition

A suspension or expulsion that results in removal of a student, out-of-school, for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

#### Significant Discrepancy Definition

An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

### Indicator 4A – Suspension and Expulsion Rates

#### Target Data Analysis

Table 4.1 below provides an evaluation of regional and state performance related to the state's established performance target for the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities. In order to have met the target, the percent of districts identified must be at 0 percent, given a minimum N of 10, as this is a compliance indicator. These evaluations are based on the 2009-2010 school year. Because of the U.S. Department of Education's reporting requirements in the Annual Performance Report, the data for Indicator 4 will be one year behind.

**Table 4. 1 State and CSPD/RSA Region Performance on Long-Term Suspension and Expulsion Rates**

	Number of LEAs	Number of LEAs identified with significant discrepancy	Percent of LEAs identified with significant discrepancy	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	88	0	0.0%	0.0%	Met
CSPD Region II - MNCESR	80	0	0.0%	0.0%	Met
CSPD Region III - SMART	84	0	0.0%	0.0%	Met
CSPD Region IV - RESA4U	86	0	0.0%	0.0%	Met
CSPD Region V - WM-CSPD	80	0	0.0%	0.0%	Met
<b>State of Montana</b>	<b>418</b>	<b>0</b>	<b>0.0%</b>	<b>0.0%</b>	<b>Met</b>

A review of the data in Table 4.1 above shows the following:

- The state and the five CSPD/RSA regions have met the established performance target of **0 percent**.

Table 4.2 below provides a comparison between the long-term suspension and expulsion rates of students with disabilities and the rates of students without disabilities used in the calculation of significant discrepancy.

**Table 4.2 Long-Term Suspension and Expulsion Rates for the 2009-2010 School Year**

	Special Education Child Count	Number of Special Education Students with Long-Term Suspension or Expulsion	Special Education Long-term Suspension or Expulsion Rates	General Education Enrollment	Number of Regular Education Students with Long-term Suspension or Expulsion	Regular Education Long-Term Suspension and Expulsion Rates
CSPD Region I - PESA	1698	8	0.5%	11209	23	0.2%
CSPD Region II - MNCESR	2386	12	0.5%	19920	97	0.5%
CSPD Region III - SMART	3434	15	0.4%	27027	69	0.3%
CSPD Region IV - RESA4U	3391	19	0.6%	30283	52	0.2%
CSPD Region V - WM-CSPD	4514	22	0.5%	36177	85	0.2%
<b>State of Montana</b>	<b>15423</b>	<b>76</b>	<b>0.5%</b>	<b>124616</b>	<b>326</b>	<b>0.3%</b>

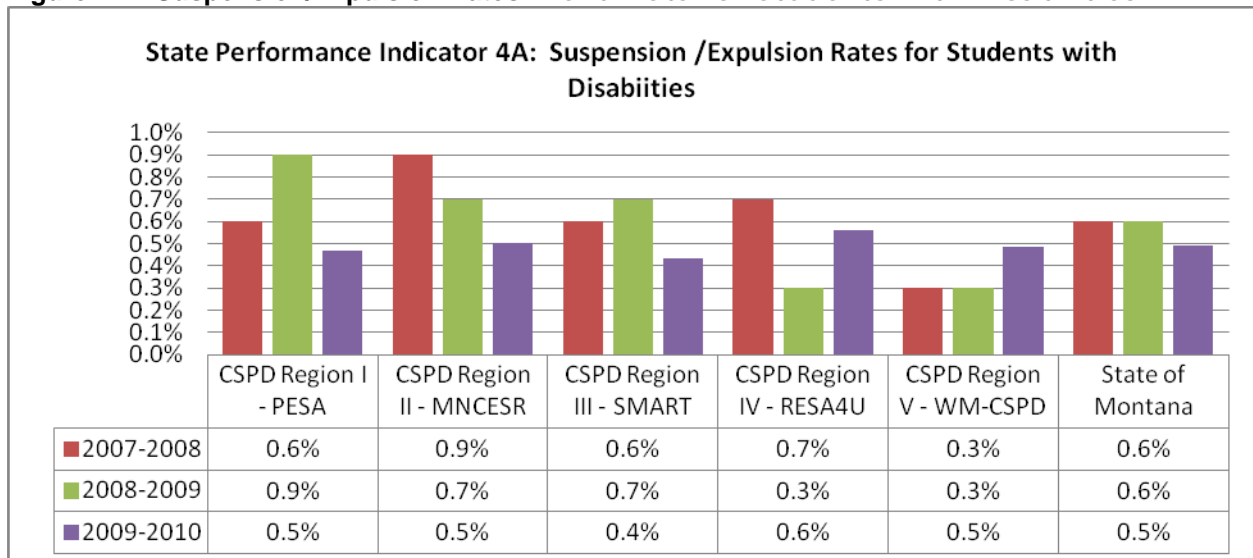
An analysis of target data indicates the following:

- ❖ The long-term suspension and expulsion rate for students with disabilities continues to be greater than the long-term suspension and expulsion rate for students without disabilities. Although statistical analysis indicate the difference between the two rates are not statistically significant.
- ❖ CSPD Region I-PESA, CSPD Region II-MNCESR, and CSPD Region V-WM-CSPD all have long-term suspension/expulsion rates for students with disabilities that are **equal to** the state's long-term suspension/expulsion rates for students with disabilities.
- ❖ CSPD Region III-SMART has a long-term suspension/expulsion rate for students with disabilities that is **less than** the state's long-term suspension/expulsion rate for students with disabilities.
- ❖ CSPD Region IV-RESA4U has a long-term suspension and expulsion rate for students with disabilities that is **greater than** the state's long-term suspension and expulsion rate for students with disabilities.
- ❖ CSPD Region III-SMART has a long-term suspension/expulsion rate for students without disabilities that is **equal to** the state's long-term suspension/expulsion rate for students without disabilities.
- ❖ CSPD Region I-PESA, CSPD Region IV-RESA4U and CSPD Region V-WM-CSPD have long-term suspension/expulsion rates for students without disabilities that are **less than** the state's long-term suspension/expulsion rates for student without disabilities.
- ❖ CSPD Region II-MNCESR has long-term suspension and expulsion rates for students without disabilities that are **greater than** the state's long-term suspension and expulsion rate for students without disabilities.

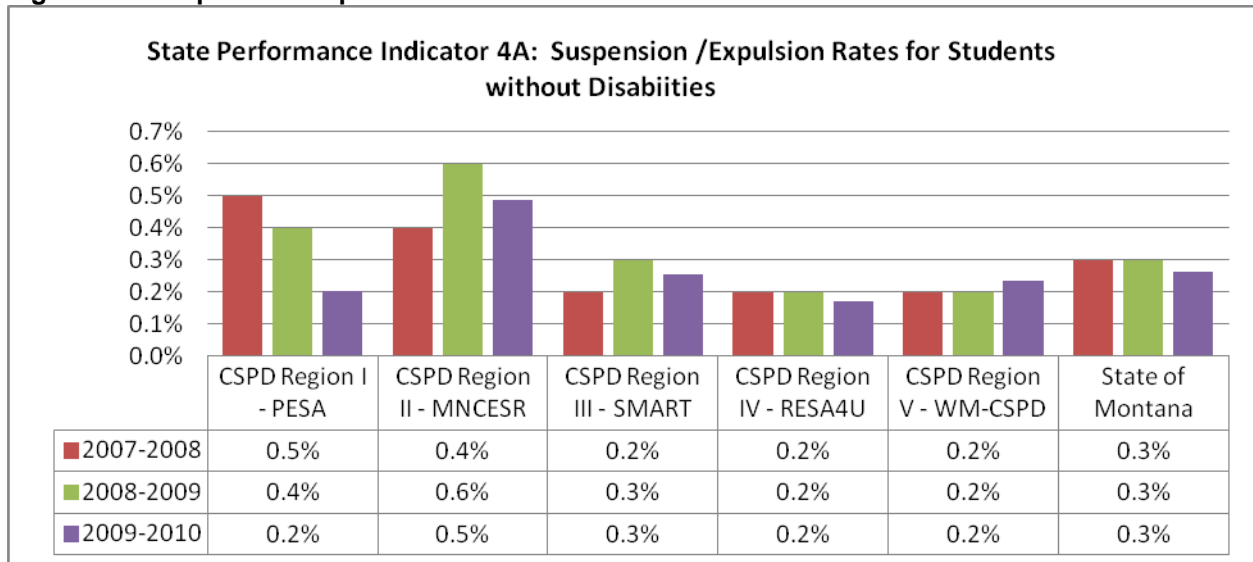
## Trend Data Analysis

Figures 4.1 and 4.2 below provide a look at trend data for long-term suspension and expulsion rates of students with disabilities and those without disabilities for the CSPD/RSA regions and the state.

**Figure 4. 1 Suspension/Expulsion Rates Trend Data for Students with Disabilities**



**Figure 4. 2 Suspension/Expulsion Rates Trend Data for Students without Disabilities**



Analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rates of change over a three-year period for this indicator:
  - CSPD Region I-PESA shows a **decrease** of 21.5 percent in the suspension/expulsion rates of students with disabilities and a **decrease** of 59.0 percent in the suspension/expulsion rates of students without disabilities.
  - CSPD Region II-MNCESR shows a **decrease** of 44.1 percent in the suspension/expulsion rates of students with disabilities and an **increase** of 21.8 percent in the suspension/expulsion rates of students without disabilities.
  - CSPD Region III-SMART shows a **decrease** of 27.2 percent in the suspension/expulsion rates of students with disabilities and an **increase** of 27.5 percent in the suspension/expulsion rates of students without disabilities.
  - CSPD Region IV-RESA4U shows a **decrease** of 20.0 percent in the suspension/expulsion rates of students with disabilities and a **decrease** of 14.0 percent in the suspension/expulsion rates of students without disabilities.
  - CSPD Region V-WM-CSPD shows an **increase** of 62.3 percent in the suspension/expulsion rates of students with disabilities and an **increase** of 17.5 percent in the suspension/expulsion rates of students without disabilities.
  - The state of Montana shows a **decrease** of 17.8 percent in the suspension/expulsion rates of students with disabilities and a **decrease** of 12.7 percent in the suspension/expulsion rates of students without disabilities.
- ❖ The data suggests the long-term suspension and expulsion rates for students with disabilities are decreasing overall, while the long-term suspension and expulsion rates for students without disabilities varies across the state.

## **Indicator 4B – Suspension/Expulsion Rates by Race/Ethnicity**

### **Target Data Analysis**

Table 4.3 below provides an evaluation of regional and state performance related to the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities by race and ethnicity categories. In order to have met the target, the percent of districts identified must be at 0 percent, given a minimum N of 10, as this is a compliance indicator. These evaluations are based on the 2009-2010 school year.

**Table 4.3 Long-Term Suspension or Expulsion Baseline Data by Race/Ethnicity**

		Number of LEAs	Number of LEAs identified with significant discrepancy	Percent of LEAs Identified with significant discrepancy
CSPD Region I - PESA	American Indian/Alaskan Native	88	0	0.0%
	Asian	88	0	0.0%
	Black or African American	88	0	0.0%
	Hispanic or Latino	88	0	0.0%
	Native Hawaiian or Pacific islander	88	0	0.0%
	White, Non-Hispanic	88	0	0.0%
CSPD Region II - MNCSR	American Indian/Alaskan Native	80	0	0.0%
	Asian	80	0	0.0%
	Black or African American	80	0	0.0%
	Hispanic or Latino	80	0	0.0%
	Native Hawaiian or Pacific islander	80	0	0.0%
	White, Non-Hispanic	80	0	0.0%
CSPD Region III - SMART	American Indian/Alaskan Native	84	0	0.0%
	Asian	84	0	0.0%
	Black or African American	84	0	0.0%
	Hispanic or Latino	84	0	0.0%
	Native Hawaiian or Pacific islander	84	0	0.0%
	White, Non-Hispanic	84	0	0.0%
CSPD Region IV - RESA4U	American Indian/Alaskan Native	86	0	0.0%
	Asian	86	0	0.0%
	Black or African American	86	0	0.0%
	Hispanic or Latino	86	0	0.0%
	Native Hawaiian or Pacific islander	86	0	0.0%
	White, Non-Hispanic	86	0	0.0%
CSPD Region V - WM-CSPD	American Indian/Alaskan Native	80	0	0.0%
	Asian	80	0	0.0%
	Black or African American	80	0	0.0%
	Hispanic or Latino	80	0	0.0%

	Native Hawaiian or Pacific islander	80	0	0.0%
	White, Non-Hispanic	80	0	0.0%
<b>State of Montana</b>	American Indian/Alaskan Native	<b>418</b>	<b>0</b>	<b>0.0%</b>
	Asian	<b>418</b>	<b>0</b>	<b>0.0%</b>
	Black or African American	<b>418</b>	<b>0</b>	<b>0.0%</b>
	Hispanic or Latino	418	0	0.0%
	Native Hawaiian or Pacific islander	418	0	0.0%
	White, Non-Hispanic	418	0	0.0%

A review of the above table indicates that no LEA in the state was identified with a significant discrepancy in the rate of long-term suspensions or expulsions between students with disabilities and students without disabilities. The number of LEAs reporting long-term suspensions and/or expulsions of students with disabilities is extremely small and no LEAs had long-term suspensions and/or expulsions that met the minimum N of ten. Therefore, no additional review was required and it was determined that no LEAs were identified as having a significant discrepancy in long-term suspensions and/or expulsion by race and ethnicity.

Table 4.4 below provides a comparison between the long-term suspension and expulsion rates of students with disabilities and the rates of students without disabilities used in the calculation of significant discrepancy.

**Table 4. 4 Long-Term Suspension or Expulsion Rates for the 2009-2010 School Year by Race/Ethnicity**

		Special Education Child Count	Number of Special Education Students with Long-Term Suspension or Expulsion	Special Education Long-Term Suspension or Expulsion Rates	Regular Education Long-Term Suspension and Expulsion Rates
CSPD Region I - PESA	American Indian/Alaskan Native	522	6	1.1%	0.6%
	Asian	5	0	0.0%	0.0%
	Black or African American	11	0	0.0%	0.0%
	Hispanic or Latino	43	1	2.3%	0.5%
	Native Hawaiian or Pacific islander	0	0	0.0%	0.0%
	White, Non-Hispanic	1117	1	0.1%	0.1%
CSPD Region II - MNCESR	American Indian/Alaskan Native	736	11	1.5%	1.6%
	Asian	21	0	0.0%	0.0%
	Black or African American	39	1	2.6%	0.0%
	Hispanic or Latino	33	0	0.0%	0.0%
	Native Hawaiian or Pacific islander	1	0	0.0%	0.0%
	White, Non-Hispanic	1556	0	0.0%	0.1%
CSPD Region III - SMART	American Indian/Alaskan Native	470	2	0.4%	0.6%
	Asian	19	0	0.0%	0.0%
	Black or African American	75	1	1.3%	0.7%



	Hispanic or Latino	172	3	1.7%	0.7%
	Native Hawaiian or Pacific islander	7	0	0.0%	0.0%
	White, Non-Hispanic	2691	9	0.3%	0.2%
CSPD Region IV - RESA4U	American Indian/Alaskan Native	153	4	2.6%	0.7%
	Asian	25	0	0.0%	0.0%
	Black or African American	25	0	0.0%	1.1%
	Hispanic or Latino	123	1	0.8%	0.1%
	Native Hawaiian or Pacific islander	16	0	0.0%	0.0%
	White, Non-Hispanic	3049	14	0.5%	0.2%
CSPD Region V - WM-CSPD	American Indian/Alaskan Native	458	5	1.1%	0.5%
	Asian	40	0	0.0%	0.0%
	Black or African American	48	0	0.0%	0.3%
	Hispanic or Latino	94	0	0.0%	0.4%
	Native Hawaiian or Pacific islander	15	0	0.0%	0.0%
	White, Non-Hispanic	3859	17	0.4%	0.2%
<b>State of Montana</b>	American Indian/Alaskan Native	2339	28	1.2%	1.0%
	Asian	110	0	0.0%	0.0%
	Black or African American	198	2	1.0%	0.5%
	Hispanic or Latino	465	5	1.1%	0.4%
	Native Hawaiian or Pacific islander	39	0	0.0%	0.0%
	White, Non-Hispanic	12272	41	0.3%	0.2%

An analysis of target data indicates the following:

- ❖ The long-term suspension and expulsion rate for students with disabilities continues to be greater than the long-term suspension and expulsion rate for students without disabilities even by race/ethnicity. Although statistical analysis indicates the difference between the two rates are not statistically significant.

## Trend Data Analysis

Because this is the first year we are reporting long-term suspension or expulsions rates by race/ethnicity there is no trend data to report.

## Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

## **Improvement Strategies**

The CSPD regions are identified in the State Performance Plan as a resource for assisting with the following improvement activities for this performance indicator. This information is provided to help guide the planning of professional development activities that will be aligned with established improvement strategies.

	Improvement Strategy	Timeline	Resource
1.	Continue to make MBI training available to school personnel.	Ongoing	CSPD Regions OPI School Foods OPI Staff Board of Crime Control University of Montana/DERS Dept. of Emergency Services
2.	Work with the Division of Indian Education to identify promising practices to decrease long-term suspensions and/or expulsions for American Indian students.	Ongoing	OPI Staff CSPD

## **MONTANA CORRELATE 5: Student, Family, and Community Support**

The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

### **Indicator 8 – Parental Involvement**

#### **Overview**

Montana Correlate #5 asserts that an effective school works with families and community groups to remove barriers to learning. State Performance Indicator #8 evaluates the collaboration with families by assessing the extent to which parents of students with disabilities report the school facilitated parental involvement as a means of improving services and results for students with disabilities.

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported (see Compliance Monitoring Schedule in Appendix for list of schools monitored in the 2010-2011 school year).

To report on this indicator, each of the survey respondents received a percent of maximum score based on their responses to the 26 items on the survey. A parent who has a percent of maximum score of 60 percent or above is identified as one who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

The parental involvement rate is calculated by dividing the number of respondent parents who report the school facilitated parental involvement as a means of improving services and results for children with disabilities by the total number of respondent parents of children with disabilities.

## Target Data Analysis

For schools monitored in the 2011-2012 school year, all parents of students, ages 3-21, receiving special education services during the 2010-2011 school year were asked in the spring of 2011 to complete and then mail the survey to the Technical Assistance for Excellence in Special Education (TAESE) Center. Parents were assured of anonymity. A total of 2,924 surveys were distributed and 509 were returned for a response rate of 17.4 percent.

Table 5.1 below provides an evaluation of region and state performance related to the established performance target for the percent of parents who report that the school facilitated parental involvement as a way to improve services and results for students with disabilities.

**Table 5. 1 Results of Parental Involvement Survey for the 2010-2011 School Year**

	Total Number of Parent Respondents	Number who reported school facilitated their involvement	Percent who reported school facilitated their involvement	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	100	68	68.0%	76.3%	58.3%	68.0%	Met
CSPD Region II - MNCESR	0	0	0.0%	0.0%	0.0%	68.0%	NA
CSPD Region III - SMART	123	84	68.3%	75.9%	59.6%	68.0%	Met
CSPD Region IV - RESA4U	228	163	71.5%	77.0%	65.3%	68.0%	Met
CSPD Region V - WM-CSPD	47	36	76.6%	86.4%	62.8%	68.0%	Met
<b>State of Montana</b>	<b>509</b>	<b>358</b>	<b>70.3%</b>	<b>74.1%</b>	<b>66.2%</b>	<b>68.0%</b>	Met

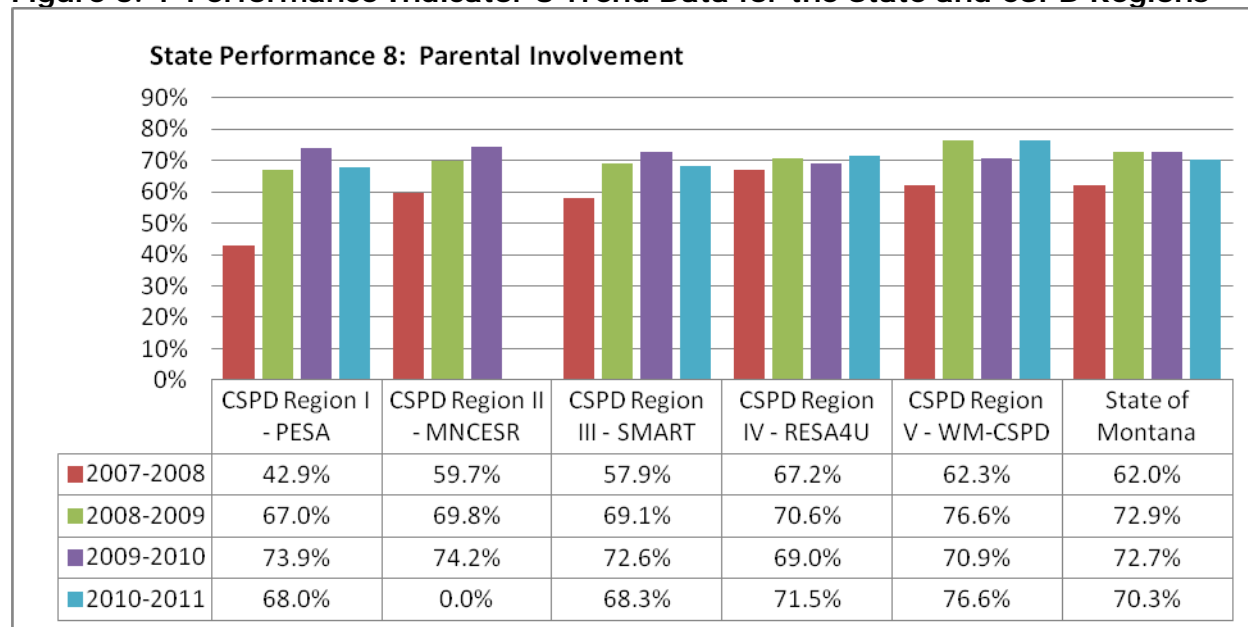
Analysis of target data shows the following:

- ❖ The state and four of the five CSPD/RSA regions have met the established performance target of **68 percent** of parents report the school facilitated parental involvement as a means to improve services and results for students with disabilities.
- ❖ CSPD Region II-MNCESR did not have any districts that were monitored in the 2010-2011 school year and so did not have any surveys sent to parents in their region.
- ❖ Within the four CSPD/RSA regions who had survey responses, the parental involvement rate ranges from a **high** of **76.6 percent** to a **low** of **68.0 percent**.
- ❖ CSPD Region 1-PESA, and CSPD Region III-SMART have a parental involvement rate **lower** than the state's parental involvement rate.
- ❖ CSPD Region IV-RESA4U, and CSPD Region V have a parental involvement rate **greater** than the state's parental involvement rate.

## Trend Data Analysis

Figure 5.1 below provides trend data on the percent of parents reporting the school facilitated parental involvement.

**Figure 5. 1 Performance Indicator 8 Trend Data for the State and CSPD Regions**



Analysis of the trend data indicates the following:

- ❖ Within four of the CSPD/RSA regions, the rate of change of the parental involvement rate for the last four years ranges from a **high** of 58.5 percent increase to a **low** of 6.4 percent increase.
- ❖ CSPD Region I-PESA shows the largest increase of the parental involvement rate over a four-year period at 58.5 percent.
- ❖ CSPD Region III-SMART shows an increase of the parental involvement rate over a four-year period of 18.0 percent.
- ❖ CSPD Region IV-RESA4U shows the smallest increase of the parental involvement rate over a four-year period of 6.4 percent.
- ❖ CSPD Region V-WM-CSPD shows an increase of the parental involvement rate over a four-year period of 23.0 percent.

## Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

## Improvement Strategies

The CSPD regions are identified in the State Performance Plan as a resource for assisting with the following improvement activities for this performance indicator. This information is provided to help guide the planning of professional development activities that will be aligned with established improvement strategies.

	Improvement Strategy	Timeline	Resource
	The OPI, with the support of its regional CSPD structure, will share strategies and best practices with school personnel and LEAs on improving parental involvement.	Ongoing	CSPD MPRRRC PLUK OPI

## Indicator 11 – Child Find

### Overview

The State Performance Indicator #11 is another way to evaluate the collaboration with families and community groups (Montana Correlate # 5) by assessing whether districts have evaluated children referred for evaluation within the established timeline.

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, ***school district performance for this indicator is only reported for districts monitored in the year in which data is being reported.*** During the compliance monitoring process, the OPI reviews a sample of student records for students who have been initially evaluated for special education services. This review includes a comparison of the date of the school district's receipt of written parent permission for evaluation to the date that the evaluation was completed to ensure that the evaluation was conducted in accord with the 60-day timeline.

The evaluation rate is calculated by dividing the number of reviewed IEPs for students whose eligibility was determined within the 60-day timeline by the total number of reviewed IEPs for students for whom parental consent to evaluate was received.

### Target Data Analysis

The table below provides an evaluation of region and state performance related to the established performance target for this indicator. This evaluation is based on data from the 2010-2011 school year. This is a compliance indicator meaning that the performance target is **100 percent** of children, with parental consent to evaluate, will be evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).

**Table 5.2 State and CSPD Region Performance Status**

	Number of Children for whom Parent Consent was Received	Number of Children whose Evaluations were completed within 60 days	Percent of children with Parent Consent Evaluated within 60 days	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	51	48	94.1%	98.0%	84.1%	100.0%	Not Met
CSPD Region II - MNCESR	57	57	100.0%	100.0%	93.7%	100.0%	Met
CSPD Region III - SMART	68	64	94.1%	97.7%	85.8%	100.0%	Not Met
CSPD Region IV - RESA4U	33	31	93.9%	98.3%	80.4%	100.0%	Not Met
CSPD Region V - WM-CSPD	30	29	96.7%	99.4%	83.3%	100.0%	Not Met
<b>State of Montana</b>	<b>239</b>	<b>229</b>	<b>95.8%</b>	<b>97.7%</b>	<b>92.5%</b>	<b>100.0%</b>	Not Met

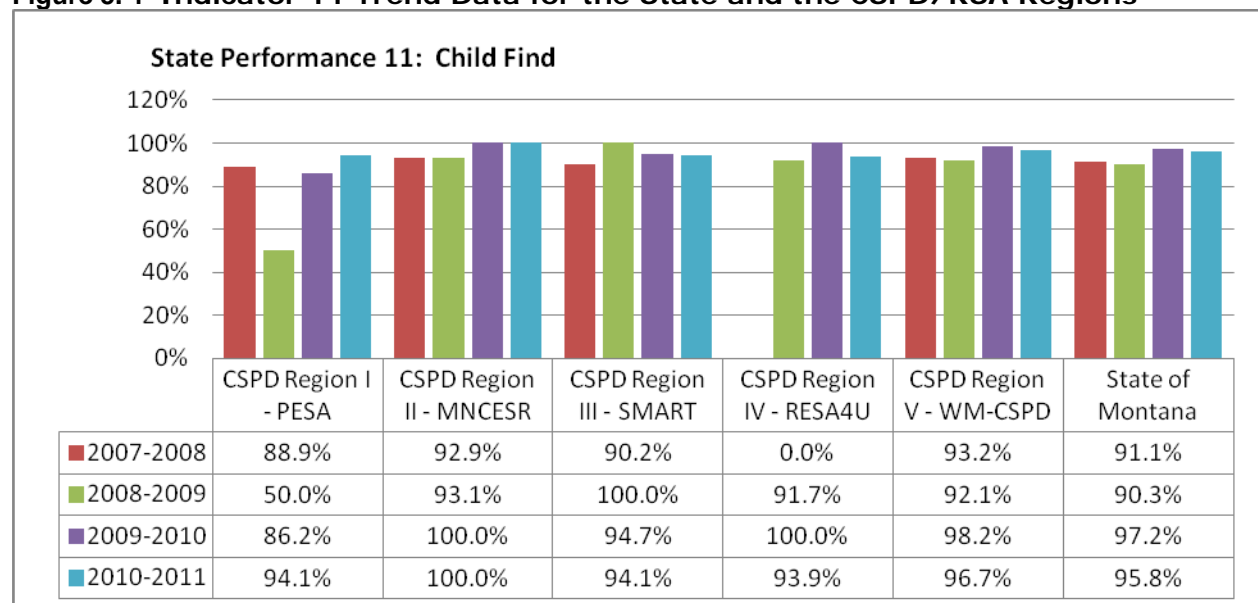
An analysis of the target data indicates:

- ❖ CSPD Region I-PESA, CSPD Region III-SMART, CSPD Region IV-RESA4U, CSPD Region V-WM-CSPD, and the state **did not meet** the established performance target of **100 percent**.
- ❖ CSPD Region II-MNCESR and CSPD Region IV-RESA4U **did meet** the established performance target of **100 percent**.
- ❖ Within the CSPD/RSA regions, the percent of children, with parental consent, evaluated within 60 days ranged from a **high** of **100 percent** to a **low** of **93.9 percent**.

## Trend Data Analysis

Figure 5.2 below provides trend data on the percent of children evaluated within 60 days for the state and the CSPD/RSA regions.

**Figure 5.1 Indicator 11 Trend Data for the State and the CSPD/RSA Regions**



An analysis of the trend data indicates the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a four-year period for this indicator:
  - CSPD Region I-PESA shows an **increase** of 5.8 percent.
  - CSPD Region II-MNCESR shows an **increase** of 7.6 percent.
  - CSPD Region III-SMART shows an **increase** of 4.3 percent.
  - CSPD Region IV-RESA4U shows an **increase** of 2.4 percent (over a three-year period)
  - CSPD Region V-WM-CSPD shows an **increase** of 3.8 percent.
  - The state of Montana shows an **increase** of 5.2 percent

## Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

## Improvement Strategies

The CSPD regions are identified in the State Performance Plan as a resource for assisting with the following improvement activities for this performance indicator. This information is provided to help guide the planning of professional development activities that will be aligned with established improvement strategies.

	Improvement Strategy	Timeline	Resource
1.	Provide technical assistance and training to LEAs on timeline requirements.	Ongoing	OPI Staff CSPD MPRRC
2.	The OPI will work with PLUK to ensure parents are knowledgeable of the 60-day timeline.	Ongoing	OPI Staff CSPD PLUK

## INDICATOR 12 – Part C to Part B Transition

### Overview

The State Performance Indicator #12 evaluates collaboration with families and community groups (Montana Correlate # 5) by assessing the efforts of Part C providers and school districts in providing a seamless transition between Part C special education services and Part B special education services by the child's third birthday.

In collaboration with the lead agency for the IDEA Part C Early Intervention Program, the OPI collects data from specific school districts in order to evaluate performance for this indicator. Therefore, ***performance data reported are for those districts who received a referral for IDEA Part B eligibility determination from the IDEA Part C Early Intervention Program.***

The OPI receives child-specific referral data from each Part C provider that includes the name of the LEA receiving the referral and the date of the referral. The OPI contacts each LEA to collect additional data, including the following: date of eligibility meeting, eligibility

determination outcome, date of the initial IEP, and any reasons for delay if the initial IEP was not implemented by the child's third birthday.

The indicator rate, the percent of children found eligible for Part B and who have an IEP developed and implemented by their third birthday, is calculated by dividing the number of children found eligible and have an IEP developed and implemented by their third birthday by the number of children referred by Part C to Part B for eligibility determination.

## Target Data Analysis

The table below provides an evaluation of region and state performance related to the established performance target for this indicator. This evaluation is based on data from the 2010-2011 school year. This is a compliance indicator meaning that the state's performance target will be **100 percent** for each year of the State Performance Plan.

**Table 5.3 State and CSPD/RSA Region Performance Status**

	Number of Children Referred by Part C to Part B for Eligibility Determination	Number of Children found Eligible for Part B and who Have an IEP Developed and Implemented by Their Third Birthday	Percent of Children Referred by Part C Prior to age 3, Who Have An IEP Developed and Implemented by Their Third Birthday	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	11	9	81.8%	100.0%	Not Met
CSPD Region II - MNCESR	35	33	94.2%	100.0%	Not Met
CSPD Region III - SMART	45	45	100.0%	100.0%	Met
CSPD Region IV - RESA4U	28	23	82.1%	100.0%	Not Met
CSPD Region V - WM-CSPD	25	24	96.0%	100.0%	Not Met
<b>State of Montana</b>	<b>144</b>	<b>134</b>	<b>93.1%</b>	<b>100.0%</b>	<b>Not Met</b>

An analysis of the target data indicates:

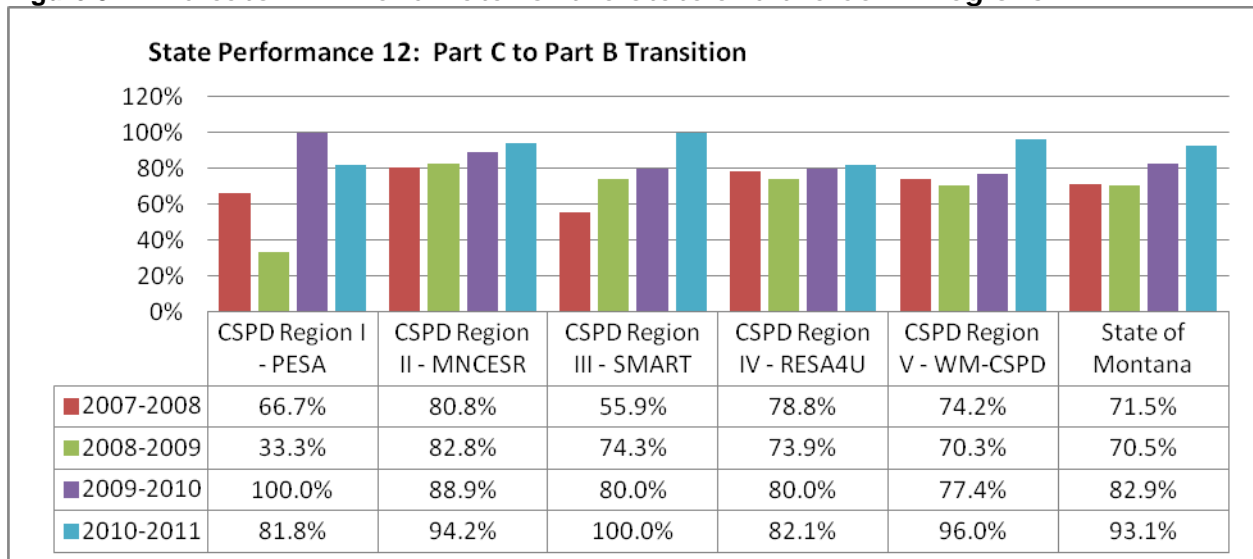
- ❖ Four of the five CSPD/RSA regions and the state did not meet the established performance target of 100 percent of children found eligible for Part B who have an IEP developed and implemented by their third birthday.
- ❖ Within all of the CSPD/RSA regions, the percent of children found eligible for Part B who have an IEP developed and implemented by their third birthday ranges from a **high** of **100 percent** and a **low** of **81.8 percent**.
- ❖ CSPD Region I-PESA, and CSPD Region IV-RESA4U have indicator rates **lower** than the state's indicator rate of **93.1 percent**.
- ❖ and CSPD Region II-MNCESR, CSPD Region III-SMART, and CSPD Region V-WM-CSPD have indicator rates **higher** than the state's indicator rate of **93.1 percent**.



## Trend Data Analysis

Figure 5.3 below provides trend data on the percent of children found eligible for Part B who have an IEP developed and implemented by their third birthday for the state and the CSPD/RSA regions.

**Figure 5. 2 Indicator 12 Trend Data for the State and the CSPD Regions**



The trend data indicate the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a four-year period for this indicator:
  - CSPD Region I-PESA shows an **increase** of 22.6 percent
  - CSPD Region II-MNCESR shows an **increase** of 16.6 percent
  - CSPD Region III-SMART shows an **increase** of 78.9 percent
  - CSPD Region IV-RESA4U shows an **increase** of 4.2 percent
  - CSPD Region V-WM-CSPD shows an **increase** of 29.4 percent
  - The state of Montana shows an **increase** of 30.2 percent

## Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

## Improvement Strategies

The CSPD regions are identified in the State Performance Plan as a resource for assisting with the following improvement activities for this performance indicator. This information is provided to help guide the planning of professional development activities that will be aligned with established improvement strategies.

	Improvement Strategy	Timeline	Resource
	Continue to provide TA and training on effective child find practices and transition from Part C to Part B.	Ongoing	CSPD Activities OPI DDPHS/Part C Staff

## Indicator 14 – Post-School Outcomes

### Overview

The State Performance Indicator #14 is another way to evaluate the collaboration with families and community groups (Montana Correlate # 5) by assessing postsecondary education and competitively employment opportunities for students with disabilities a year after leaving high school.

Montana utilized the Montana Post-School Survey modeled after the post-school survey developed by the National Post-School Outcomes Center. Each LEA is responsible for contacting students and conducting survey interviews. The Post-School Survey is a Web-based survey. The instructions for the survey can be found at <http://www.opi.mt.gov/pdf/speced/PSO/11PSOManual.pdf>.

The population for the survey are all high school students with disabilities reported as leaving school at the end of the 2009-2010 school year (June 30, 2010) by means of dropping out, graduating with a regular diploma, receiving a certificate, or reached maximum age. The total number of high school students with disabilities reported as the base population was 968 students.

### **Key terms for this indicator are defined as follows:**

**School Leavers.** School Leavers are defined to include those students with disabilities who, during the 2009-2010 school year, graduated with a regular diploma, dropped out, or who reached maximum age, as established by the LEA, for receipt of special education services.

**Drop Outs.** Those students who were enrolled in high school at the start of the reporting period, but were not enrolled at the end of the reporting period, and did not exit through any of the other bases described above. This includes runaways, GED recipients, expulsions, status unknown, students who moved and are not known to be continuing in another educational program.

**Competitive Employment.** The student has worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment. The term '*at least 90 days at any time in the year since leaving high school*' means ninety (90) cumulative days or three months of continuous work at an average of 20 hours per week.

In the definition of "*competitive employment*," 20 hours per week can mean a minimum of:

1. At least 20 hours a week for 90 cumulative days.
2. 20 hours or more a week for 90 cumulative days.
3. An average of 20 hours a week for 90 cumulative days.

A student who was employed but is on paid sick leave (e.g., worker's comp or health insurance) would still be counted as employed. However, unpaid leave or short-term layoff do not count toward the 90 cumulative days of paid work. If a student works for "room and board," the time worked would not be counted as competitive employment.

**Some Other Employment.** Student has worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, fishing, ranching, catering services, etc.). "Some other employment" includes sheltered and supported employment.

**Enrolled in Higher Education.** Student has been enrolled on a full or part-time basis in a community college (2-year program) or college/university (4 or more year program) for at least one complete term, at any time in the year since leaving high school.

**Enrolled in Other Postsecondary Education or Training.** Student has been enrolled on a full or part-time basis for at least one (1) complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school that is less than a 2-year program).

This indicator is divided into three sub-indicators. All three sub-indicators are discussed below.

## **Indicator 14A – Percent of Youth Enrolled in Higher Education**

### **Target Data Analysis**

Table 5.4 below provides an evaluation of region and state performance related to the established performance target for this indicator. The data show the number and percent of respondents to the Post-School Outcomes survey who indicated that they were enrolled in higher education within one year of leaving high school. The numbers in these categories are unduplicated; that is, each respondent is counted in only one category. In order to have met the target for Indicator 14A, the percent of students enrolled in higher education must be above the SPP Performance Target of 27.0 percent, within a 95 percent confidence interval, given a minimum N of 10. These evaluations are based on students who exited during the 2009-2010 school year.

**Table 5. 4 Percent of Youth with Disabilities Enrolled in Higher Education**

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education	Percent of Youth with Disabilities Enrolled in Higher Education	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	133	46	34.6%	43.0%	27.0%	27.0%	Met
CSPD Region II - MNCSR	178	40	22.5%	29.1%	17.0%	27.0%	Met
CSPD Region III - SMART	217	43	19.8%	25.6%	15.1%	27.0%	Not Met
CSPD Region IV - RESA4U	211	54	25.6%	31.9%	20.2%	27.0%	Met
CSPD Region V - WM-CSPD	229	52	22.7%	28.6%	17.8%	27.0%	Met
<b>State of Montana</b>	<b>968</b>	<b>235</b>	<b>24.3%</b>	<b>27.1%</b>	<b>21.7%</b>	<b>27.0%</b>	<b>Not Met</b>

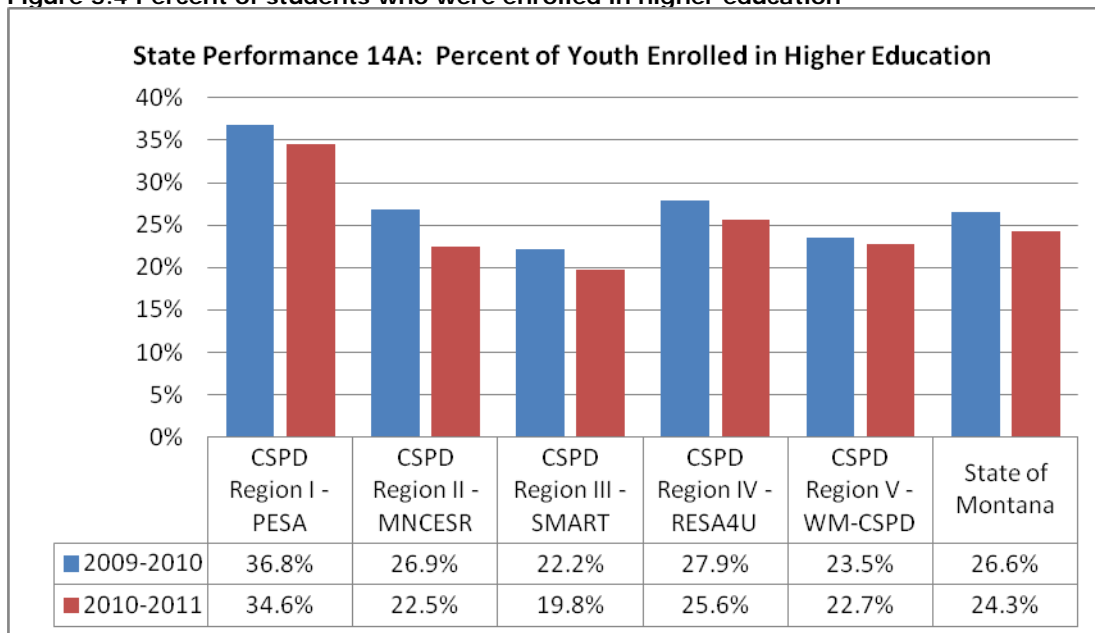
An analysis of the target data indicates:

- ❖ Four of the five CSPD/RSA regions and the state met the established performance target of **27.0 percent**.
- ❖ Within all of the CSPD/RSA regions, the percent of students who were enrolled in higher education within one year ranges from a **high** of **34.6 percent** and a **low** of **19.8 percent**.
- ❖ CSPD Region I-PESA, and CSPD Region IV-RESA4U have indicator rates **higher** than the state's indicator rate of **24.3 percent**.
- ❖ CSPD Region II-MNCESR, CSPD Region III-SMART, and CSPD Region V-WM-CSPD have indicator rates **lower** than the state's indicator rate of **24.3 percent**.

## Trend Data Analysis

Figure 5.4 below provides trend data on the percent of students who were enrolled in higher education within one year of leaving secondary education for the state and the CSPD/RSA regions.

**Figure 5.4 Percent of students who were enrolled in higher education**



The trend data indicate the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a two-year period for this indicator:
  - CSPD Region I-PESA shows a **decrease** of 117.3 percent
  - CSPD Region II-MNCESR shows a **decrease** of 172.7 percent
  - CSPD Region III-SMART shows a **decrease** of 154.6 percent
  - CSPD Region IV-RESA4U shows a **decrease** of 132.2 percent
  - CSPD Region V-WM-CSPD shows a **decrease** of 115.0 percent
  - The state of Montana shows a **decrease** of 135.6 percent

## **Indicator 14B – Percent of Youth with Disabilities Enrolled in Higher Education or Competitively Employed**

### **Target Data Analysis**

Table 5.5 below provides an evaluation of region and state performance related to the established performance target for this indicator. The data show the number and percent of respondents to the Post-School Outcomes survey who indicated that they were enrolled in higher education or competitively employed within one year of leaving high school. The numbers in these categories are unduplicated; that is, each respondent is counted in only one category. In order to have met the target for Indicator 14B, the percent of students enrolled in higher education or competitively employed must be above the SPP Performance Target of 73.0 percent, within a 95 percent confidence interval, given a minimum N of 10. These evaluations are based on students who exited during the 2009-2010 school year.

**Table 5. 5 Percent of Youth With Disabilities Enrolled in Higher Education or Competitively Employed**

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education or Competitively Employed	Percent of youth with Disabilities Enrolled in Higher Education or Competitively Employed	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	133	97	72.9%	79.8%	64.8%	73.0%	Met
CSPD Region II - MNCESR	178	130	73.0%	79.0%	66.1%	73.0%	Met
CSPD Region III - SMART	217	149	68.7%	74.5%	62.2%	73.0%	Met
CSPD Region IV - RESA4U	211	176	83.4%	87.8%	77.8%	73.0%	Met
CSPD Region V - WM-CSPD	229	171	74.7%	79.9%	68.7%	73.0%	Met
<b>State of Montana</b>	<b>968</b>	<b>723</b>	<b>74.7%</b>	<b>77.3%</b>	<b>71.9%</b>	<b>73.0%</b>	<b>Met</b>

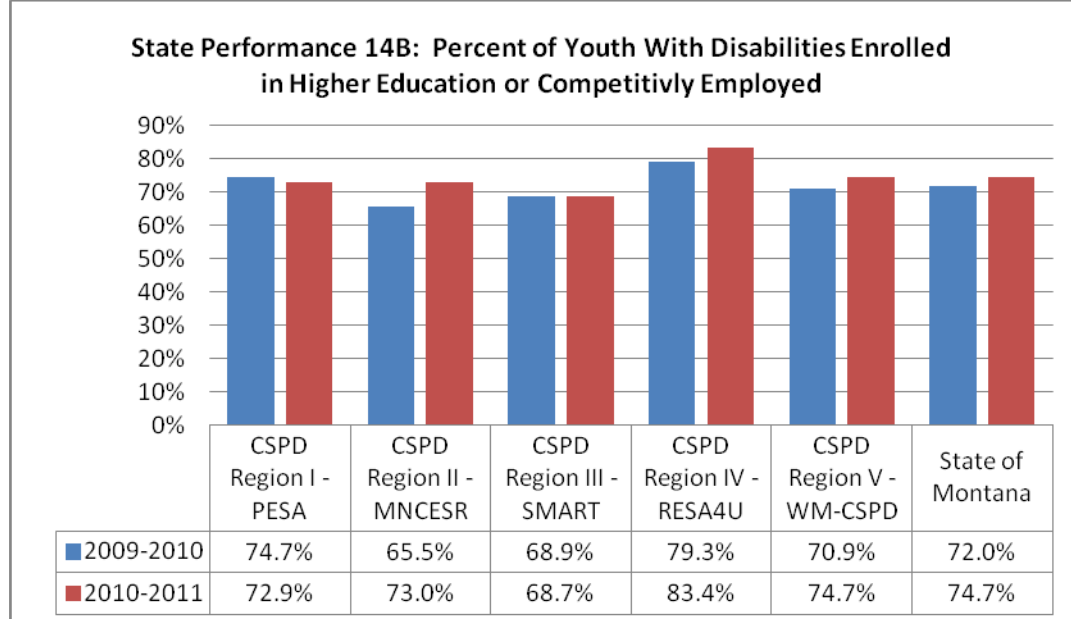
An analysis of the target data indicates:

- ❖ All five CSPD/RSA regions and the state met the established performance target of **73.0 percent**.
- ❖ Within all of the CSPD/RSA regions, the percent of students who were enrolled in higher education or competitively employed within one year ranges from a **high** of **83.4 percent** and a **low** of **68.7 percent**.
- ❖ CSPD Region IV-RESA4U has an indicator rate **higher** than the state's indicator rate of **74.7 percent**.
- ❖ CSPD Region V-WM-CSPD has an indicator rate **equal to** the state's indicator rate of **74.7 percent**.
- ❖ CSPD Region I-PESA, CSPD Region II-MNCESR, and CSPD Region III-SMART, and CSPD Region V-WM-CSPD have indicator rates **lower** than the state's indicator rate of **74.7 percent**.

## Trend Data Analysis

Figure 5.5 below provides trend data on the percent of students who were enrolled in higher education or competitively employed within one year for the state and the CSPD/RSA regions.

**Figure 5.5 Percent of students who were enrolled in higher education or competitively employed**



The trend data indicate the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a two-year period for this indicator:
  - CSPD Region I-PESA shows a **decrease** of 2.4 percent
  - CSPD Region II-MNCESR shows an **increase** of 11.5 percent
  - CSPD Region III-SMART shows a **decrease** of 0.3 percent
  - CSPD Region IV-RESA4U shows an **increase** of 5.2 percent
  - CSPD Region V-WM-CSPD shows an **increase** of 5.4 percent
  - The state of Montana shows an **increase** of 3.8 percent

## **Indicator 14C – Percent of Youth with Disabilities Enrolled in Higher Education, or in some Other Postsecondary Education or Training Program, or Competitively Employed, or in some Other Employment**

### Target Data Analysis

Table 5.6 below provides an evaluation of region and state performance related to the established performance target for this indicator. The data show the number and percent of respondents to the Post-School Outcomes survey who indicated that they were enrolled in higher education, or some other postsecondary education or training program, or competitively employed, or in some other employment, within one year of leaving high school. The numbers in these categories are unduplicated; that is, each respondent is counted in only one category. In order to have met the target for Indicator 14C, the percent of students enrolled in higher education must be above the SPP Performance Target of 8

percent, within a 95 percent confidence interval, given a minimum N of 10. These evaluations are based on students who exited during the 2009-2010 school year.

**Table 5. 6 Percent of Youth with Disabilities in Some Type of Education or Employment**

	Number of Youth with Disabilities Not in Secondary School	Number of Youth with Disabilities Enrolled in Higher Education, or in Some Other Postsecondary Education or Training Program, or competitively Employed, or in Some Other Employment	Percent of Youth with Disabilities Enrolled in Higher Education, or in Some Other Postsecondary Education or Training Program, or competitively Employed, or in Some Other Employment	Confidence Interval - Upper Limit	Confidence Interval – Lower Limit	SPP Performance Target	SPP Performance Status
CSPD Region I - PESA	133	106	79.7%	85.7%	72.1%	86.0%	Not Met
CSPD Region II - MNCESR	178	150	84.3%	88.9%	78.2%	86.0%	Met
CSPD Region III - SMART	217	168	77.4%	82.5%	71.4%	86.0%	Not Met
CSPD Region IV - RESA4U	211	189	89.6%	93.0%	84.7%	86.0%	Met
CSPD Region V - WM-CSPD	229	192	83.8%	88.0%	78.5%	86.0%	Met
<b>State of Montana</b>	<b>968</b>	<b>805</b>	<b>83.2%</b>	<b>85.4%</b>	<b>80.7%</b>	<b>86.0%</b>	<b>Not Met</b>

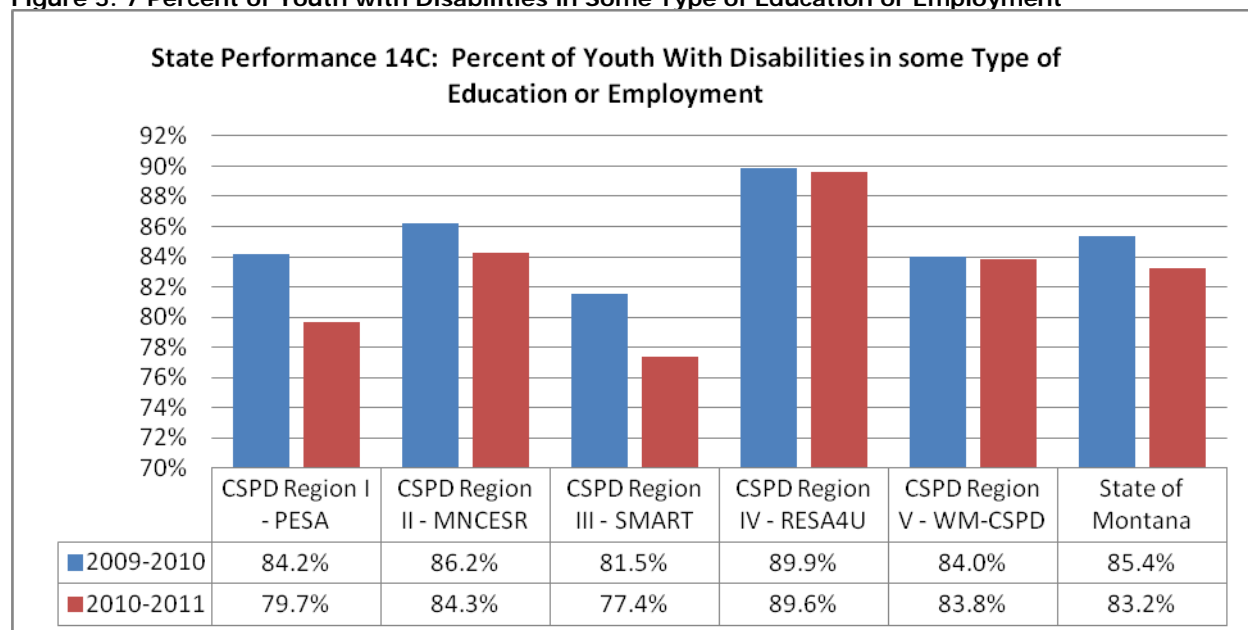
An analysis of the target data indicates:

- ❖ Two of the five CSPD/RSA regions and the state did not meet the established performance target of **86.0 percent**.
- ❖ Within all of the CSPD/RSA regions, the percent of students who were enrolled in higher education within one year ranges from a **high** of **89.6 percent** and a **low** of **77.4 percent**.
- ❖ CSPD Region I-PESA, and CSPD Region III-SMART have indicator rates **lower** than the state's indicator rate of **83.2 percent**.
- ❖ CSPD Region II-MNCESR, CSPD Region IV-RESA4U, and CSPD Region V-WM-CSPD have indicator rates **higher** than the state's indicator rate of **83.2 percent**.

## Trend Data Analysis

Figure 5.6 below provides trend data on the percent of students who were enrolled in higher education, or some other postsecondary education or training program, or competitively employed, or in some other employment, within one year of leaving high school for the state and the CSPD/RSA regions.

**Figure 5. 7 Percent of Youth with Disabilities in Some Type of Education or Employment**



The trend data indicate the following:

- ❖ The state and CSPD/RSA regions show the following rate of change over a four-year period for this indicator:
  - CSPD Region I-PESA shows a **decrease** of 5.3 percent
  - CSPD Region II-MNCESR shows a **decrease** of 2.2 percent
  - CSPD Region III-SMART shows a **decrease** of 5.0 percent
  - CSPD Region IV-RESA4U shows a **decrease** of 0.3 percent
  - CSPD Region V-WM-CSPD shows a **decrease** of 0.2 percent
  - The state of Montana shows a **decrease** of 2.6 percent

## Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

## Improvement Strategies

The CSPD regions are identified in the State Performance Plan as a resource for assisting with the following improvement activities for this performance indicator. This information is provided to help guide the planning of professional development activities that will be aligned with established improvement strategies.

	Improvement Strategies	Timelines	Resources
	Continue comprehensive transition training and technical assistance activities regionally and to individual LEAs.	Ongoing	OPI Staff CSPD OPI Web Site



## EFFICIENCY

### MONTANA CORRELATE 7: Leadership

School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

### Indicator 9 – Disproportionate Representation

#### Overview

Montana Correlate #7 asserts the instructional decisions of an effective school focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

The State Performance Indicator #9 evaluates school district instructional decisions to assess whether disproportionate representation of racial and ethnic groups in special education and related services found in the school is the result of inappropriate identification policies, procedures or practices.

Measurement for this indicator, as reported in the Annual Performance Report, is the percent of districts identified as having a disproportionate representation due to inappropriate identification practices. This is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation due to inappropriate identification procedures.

#### Definition of Disproportionate Representation

An LEA is determined to have **disproportionate representation** (under or over) if, given a minimum N of 10 and within a 99 percent confidence interval, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education and related services compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education and related services in that LEA.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

#### **Target Data Analysis**

Table 7.1 below provides an evaluation of region and state performance related to the established performance target for the percent of districts identified as having a disproportionate representation due to inappropriate identification procedures. This evaluation is based on data from the 2010-2011 school year.

**Table 7.1 District Review of Disproportionate Representation by CSPD Region**

	Number of School Districts Reviewed	Number Districts Identified With Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Status
State of Montana	419	2	0	0.0%	0.0%
CSPD Region I - PESA	88	0	0	0.0%	0.0%
CSPD Region II - MNCESR	80	0	0	0.0%	0.0%
CSPD Region III - SMART	84	1	0	0.0%	0.0%
CSPD Region IV - RESA4U	87	1	0	0.0%	0.0%
CSPD Region V - WM-CSPD	80	0	0	0.0%	0.0%

A review of the data above indicates the following:

- ❖ Two school districts are identified as having disproportionate representation of racial/ethnic groups in special education. But after a review of policies, practices, and procedures, there are ***no school districts*** identified as having disproportionate representation of racial and ethnic groups ***due to inappropriate identification practices***.
- ❖ Therefore, all CSPD regions and the state have met this state performance target.

The table below provides information on the racial/ethnic group and type of disproportionate representation for the two school districts.

**Table 7.2 Districts Identified with Disproportionate Representation**

CSPD Region	School District	Racial and Ethnic Group	Disproportionate Representation Status
CSPD Region III	District A	American Indian/Alaskan Native	Over-Representation
CSPD Region IV	District B	American Indian/Alaskan Native	Over-Representation

## Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

## Improvement Strategies

The CSPD regions are identified in the State Performance Plan as a resource for assisting with the following improvement activities for this performance indicator. This information is provided to help guide the planning of professional development activities that will be aligned with established improvement strategies.

	Improvement Strategy	Timeline	Resource
1.	The OPI will provide comprehensive training to selected LEAs regarding the use of Response to Intervention (RtI).	Ongoing	OPI staff Consultants University of Montana CSPD
2.	Provide technical assistance to schools in collaboration with the Division of Indian Education for All on instructional strategies in general education that may lead to fewer American Indian students identified as needing special education.	Ongoing	OPI staff CSPD

## Indicator 10 – Disproportionate Representation - Disability Categories

### Overview

The State Performance Indicator #10 also evaluates school district instructional decisions (Montana Correlate #7) by assessing whether disproportionate representation of racial and ethnic groups in special education and related services within a specific disability category found in the school is the result of inappropriate identification policies, procedures or practices.

Again, this indicator is a compliance indicator meaning that the target for each year of the State Performance Plan will be 0 percent of districts have been identified as having disproportionate representation in specific disability categories due to inappropriate identification procedures.

### Definition of Disproportionate Representation

An LEA is determined to have **disproportionate representation** (under or over) if, given a minimum N of 10, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of racial and ethnic groups within a specific disability category receiving special education and related services compared to the proportion of students with disabilities of all other racial and ethnic groups and within all other disability categories receiving special education and related services in that LEA, within a 99 percent confidence interval.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

### **Target Data Analysis**

Table 7.3 below provides an evaluation of region and state performance related to the established performance target for the percent of districts identified as having a disproportionate representation due to inappropriate identification procedures. This evaluation is based on data from the 2010-2011 school year.

**Table 7.3 Districts Identified with Disproportionate Representation-Specific Disabilities**

	Number of School Districts Reviewed	Number Districts Identified with Disproportionate Representation (a)	Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b)	Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100	SPP Performance Status
State of Montana	419	0	0	0.0%	0.0%
CSPD Region I - PESA	88	0	0	0.0%	0.0%
CSPD Region II - MNCESR	80	0	0	0.0%	0.0%
CSPD Region III - SMART	84	0	0	0.0%	0.0%
CSPD Region IV - RESA4U	87	0	0	0.0%	0.0%
CSPD Region V - WM-CSPD	80	0	0	0.0%	0.0%

A review of the data above indicates the following:

- ❖ No school districts were identified as having disproportionate representation of racial and ethnic groups in a specific disability category. Therefore, no review of policies, practices, and procedures was necessary.
- ❖ All CSPD/RSA regions and the state have met this state performance target.

The table below provides information on the racial/ethnic group and type of disproportionate representation for the two school districts.

**Table 7.4 Districts Identified with Disproportionate Representation**

CSPD Region	School District	Racial and Ethnic Group	Disability Category	Disproportionate Representation Status
CSPD Region V	District B	American Indian/Alaskan Native	Learning Disability	Over-Representation

## Needs Assessment

Even if a CSPD/RSA region met the state performance target, you may want to conduct a needs assessment to determine if there is a need to provide professional development related to serving students with disabilities in the least restrictive environment within a specific CSPD/RSA region. Instructions for conducting that assessment are on page 6 above.

## Improvement Strategies

The CSPD regions are identified in the State Performance Plan as a resource for assisting with the following improvement activities for this performance indicator. This information is provided to help guide the planning of professional development activities that will be aligned with established improvement strategies.

	Improvement Strategy	Timeline	Resource
1.	The Special Education Division will collaborate with the OPI's curriculum specialists to provide technical assistance to LEAs regarding intervention strategies.	Ongoing	OPI staff CSPD

	Improvement Strategy	Timeline	Resource
2.	Provide technical assistance to schools in collaboration with the Division of Indian Education for All on instructional strategies in general education that may lead to fewer American Indian students identified as needing special education.	Ongoing	OPI staff CSPD
3.	The OPI will provide comprehensive training to selected LEAs regarding the use of Response to Intervention (RtI).	Ongoing	OPI staff CSPD Consultants University of Montana

## APPENDIX A: CSPD Region Demographics

### CSPD REGION I-PESA DEMOGRAPHICS

Within the CSPD Region I-PESA boundary, there are:

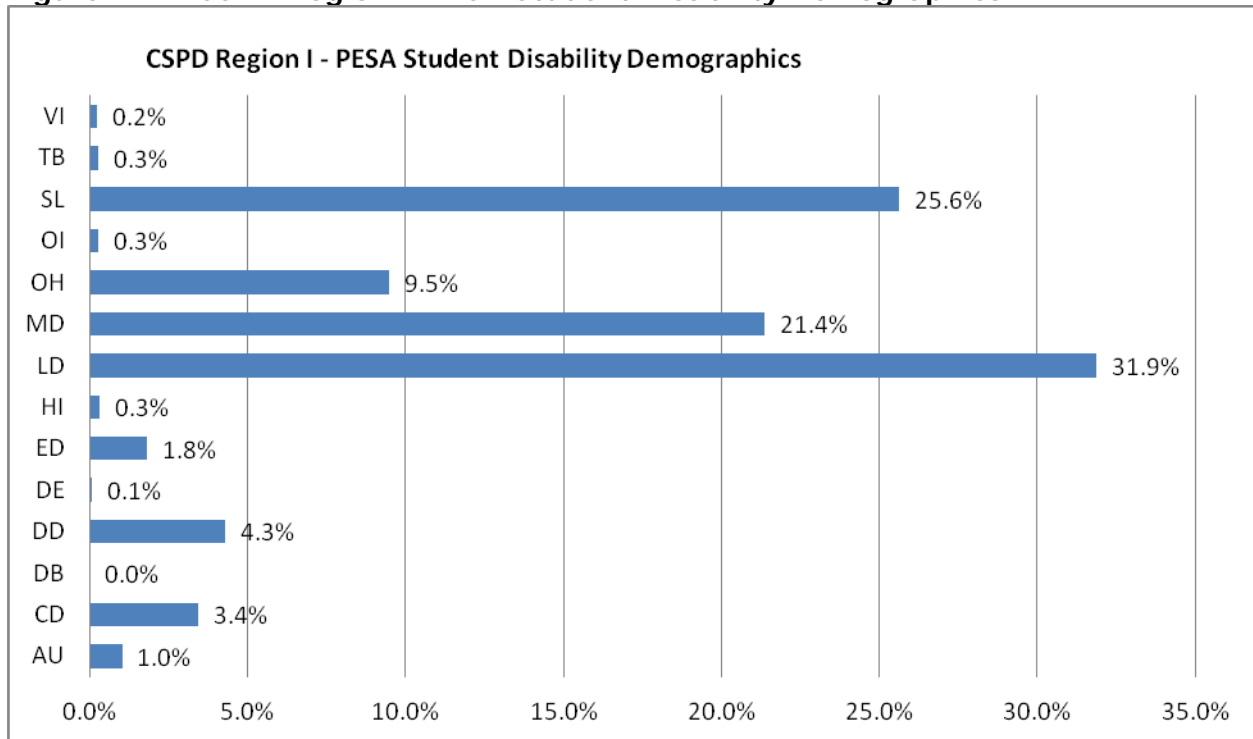
- 17 counties
- 90 school districts
- One Youth Correctional facility
- 7 special education cooperatives, of which 70 schools are participating members

The 2010-2011 special education child count:

- Ages 6 through 21: 1,664 students
- Ages 3 through 5: 203 students
- Total special education population: 1,867 students

Figure 1A.1 below provides a picture of student demographics for the region by disability category for students with disabilities, ages 3-21.

**Figure 1A.1 CSPD Region I-PESA Student Disability Demographics**

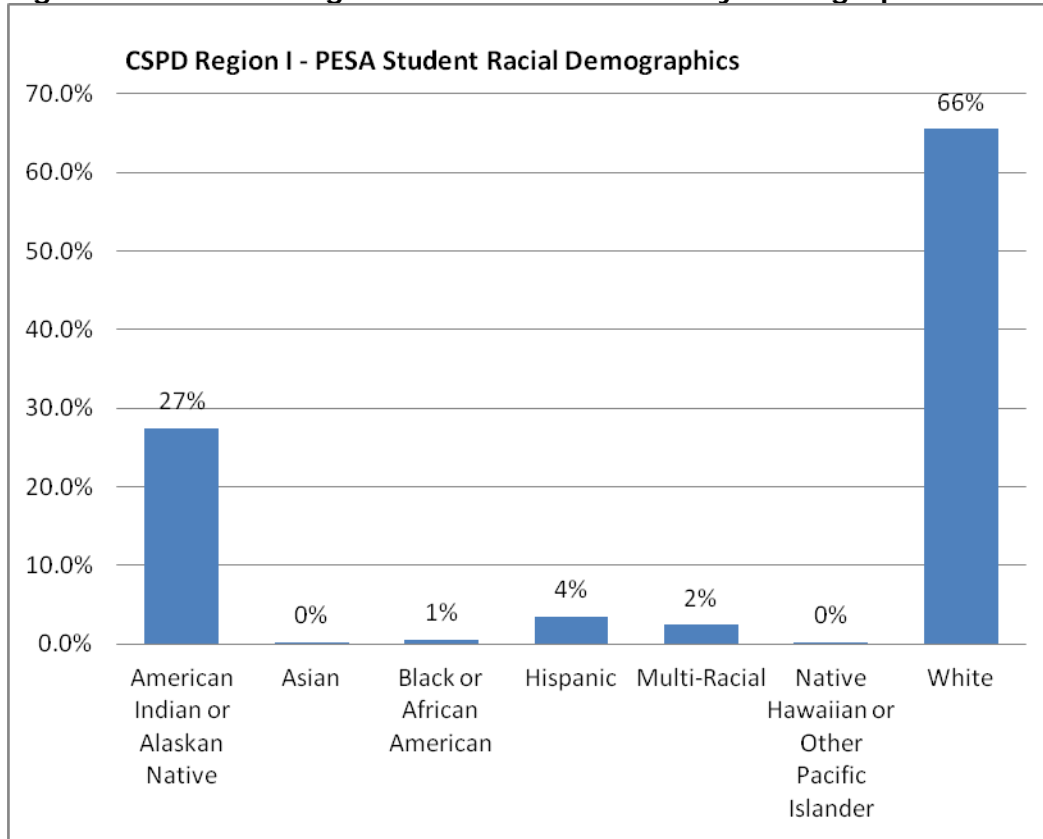


For the CSPD Region I-PESA in the 2010-2011 school year:

- **57.5 percent** of the students served in special education are identified as either students with a learning disability (31.9%) or students with speech-language impairments (25.6%) as their dominant disability.

Figure 1A.2 below shows the racial and ethnic make-up of the region, based on the special education child count.

**Figure 1A.2 CSPD Region I -PESA Race/Ethnicity Demographics**



For the CSPD Region I-PESA in 2010-2011 school year:

- **93.0 percent** of the students with disabilities in CSPD Region I-PESA are White, Non-Hispanic (66.0%) and American Indian/Alaskan Native (27.0%).

## **CSPD REGION II-MNCESR DEMOGRAPHICS**

Within the CSPD Region II-MNCESR boundary, there are:

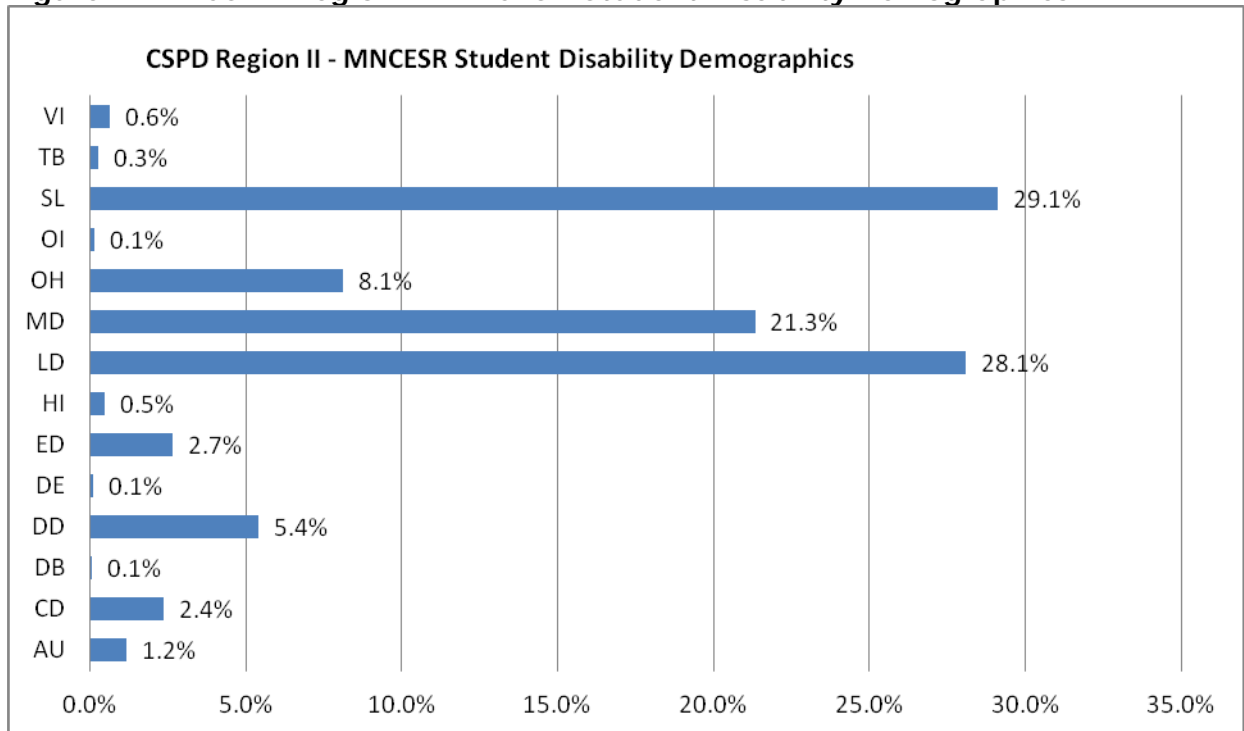
- Nine counties
- 79 school districts
- the Montana School for the Deaf and Blind
- 4 special education cooperatives, of which 72 schools are participating members

The 2010-2011 special education child count for CSPD Region II-MNCESR is as follows:

- Ages 6 through 21: 2,384 students
- Ages 3 through 5: 352 students
- Total special education population: 2,736 students

Figure 2A.1 below provides a picture of student demographics for the region by disability category.

**Figure 2A. 1 CSPD Region II-MNCESR Student Disability Demographics**



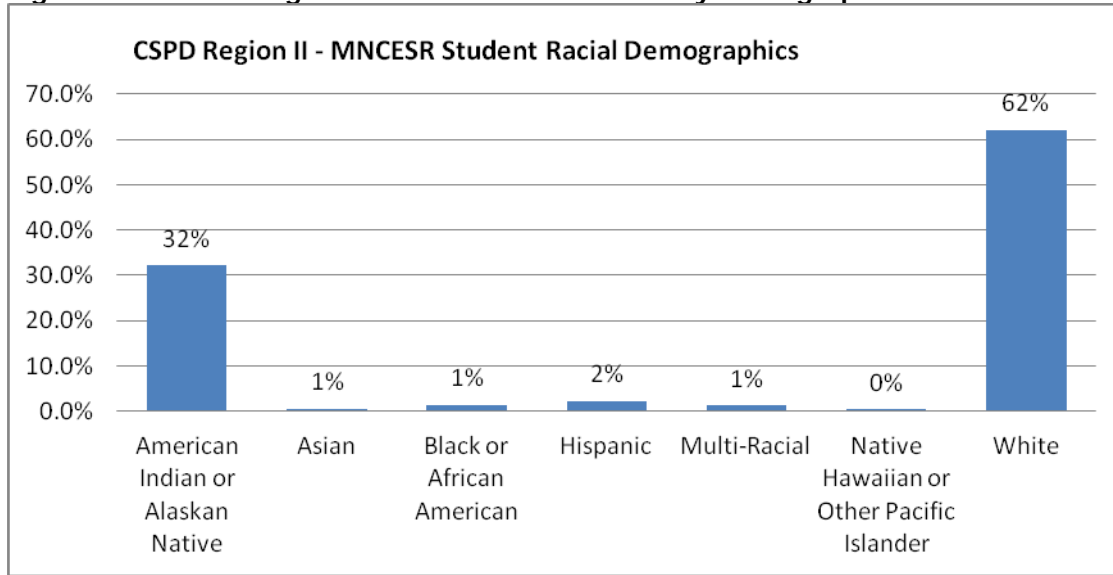
For the 2010-2011 school year:

- **57.2 percent** of the students served in special education are identified as either students with a learning disability (28.1%) or students with speech-language impairments (29.1%) as their dominant disability.

Figure 2A.2 below shows the racial and ethnic make-up of the region, based on the special education child count.



**Figure 2A.2 CSPD Region II -MNCESR Race/Ethnicity Demographics**



The racial/ethnicity demographics for the 2010-2011 school year indicate the following:

- Of the 2,736 students with disabilities, **94 percent** are White, non-Hispanics (62.0%) or American Indian/Alaskan Native (32.0%). The other three racial/ethnic categories make up the remaining 4 percent of the population of students with disabilities within this region.

### **CSPD REGION III-SMART DEMOGRAPHICS**

Within the CSPD Region III-SMART boundary, there are:

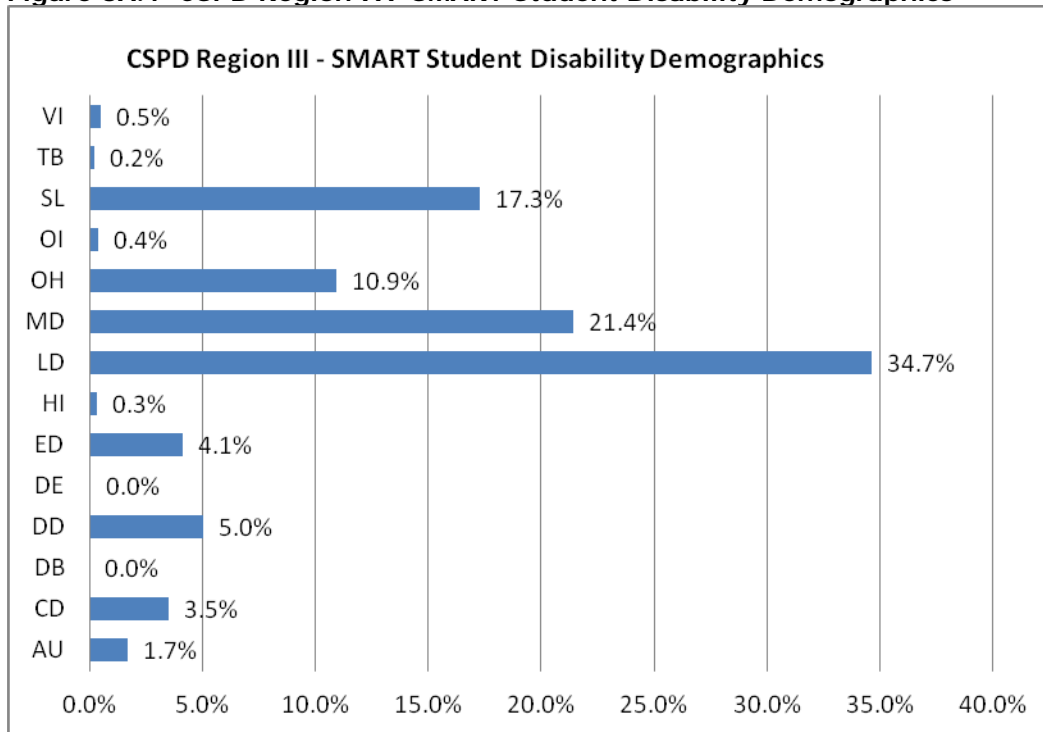
- 11 counties
- 84 public school districts
- One Residential Treatment Facility
- 4 special education cooperatives, of which 77 schools are participating members

The 2010-2011 special education child count is as follows:

- Ages 6 through 21: 3,237 students
- Ages 3 through 5: 347 students
- Total special education population: 3,584 students

Figure 3A.1 below provides a picture of student demographics for the region by disability category.

**Figure 3A.1 CSPD Region III-SMART Student Disability Demographics**

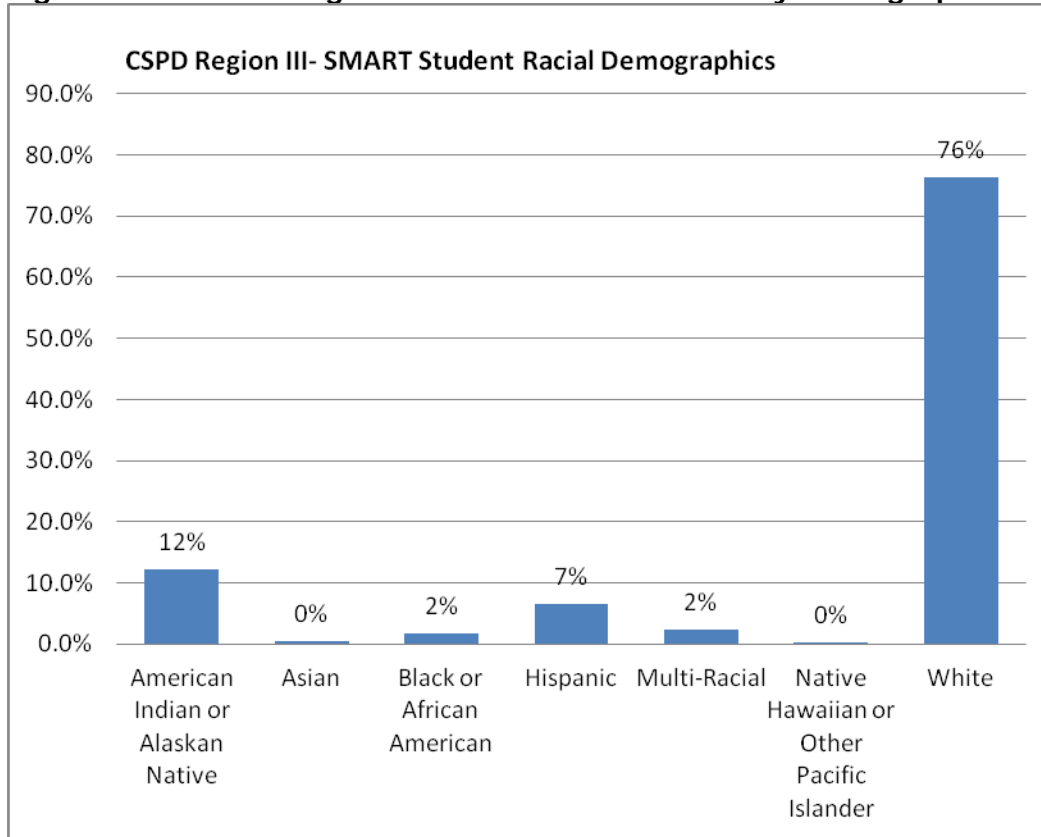


The 2010-2011 special education child count indicates the following:

- **62.9 percent** of the students are identified as either students with a learning disability (34.7%), students with speech-language impairments (17.3%), or students with other health impairments (10.9%) as their dominant disability.

Figure 3A.2 below provides a picture of the racial/ethnic make-up of the students with disabilities population, based on the special education child count.

**Figure 3A.2 CSPD Region III-SMART Race/Ethnicity Demographics**



The racial/ethnicity demographics for the 2010-2011 school year indicate the following:

- Of the 3,820 students with disabilities, **88.0 percent** are White, non-Hispanics (76.0%) or American Indian/Alaskan Native (12.0%).

## **CSPD REGION IV-RESA4U DEMOGRAPHICS**

Within the CSPD Region IV-RESA4U boundary, there are:

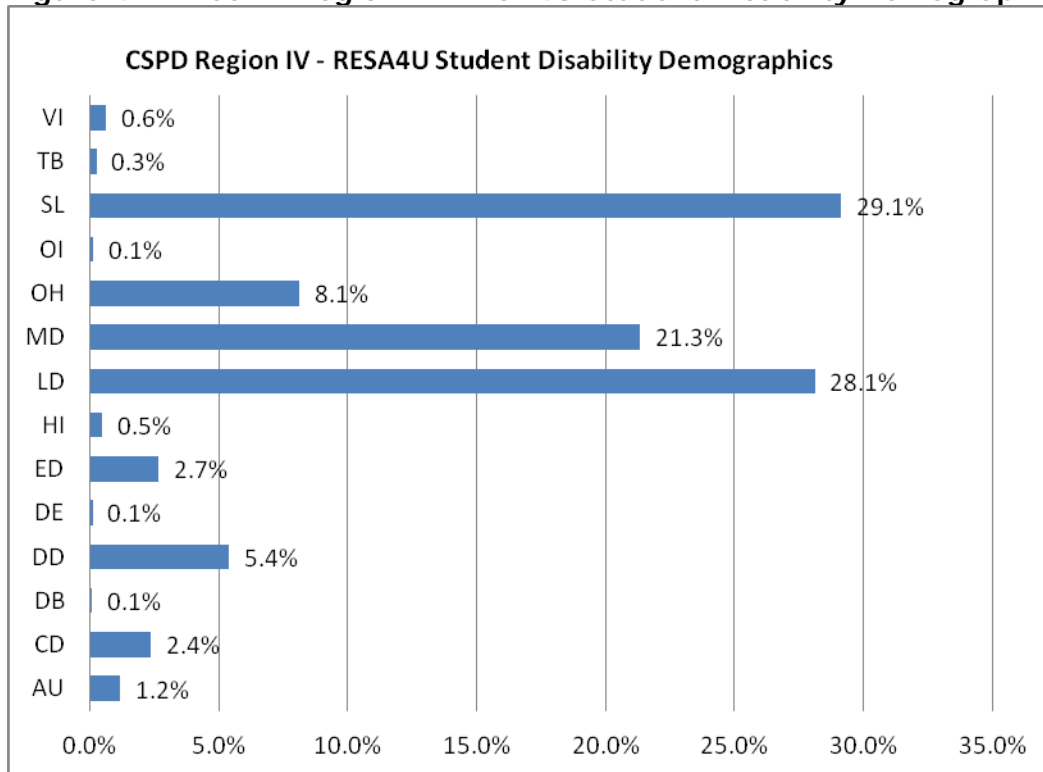
- 12 counties
- 85 public school districts
- Three Residential Treatment facilities
- One State Institutional facility
- One Youth Correctional facility
- Five special education cooperatives, of which 72 schools are participating members

The 2010-2011 special education child count for CSPD Region IV-RESA4U is as follows:

- Ages 6 through 21: 3,095 students
- Ages 3 through 5: 367 students
- Total special education population: 3,462 students

Figure 4A.1 below provides a picture of student demographics for the region by disability category.

**Figure 4A. 1 CSPD Region IV-RESA4U Student Disability Demographics**

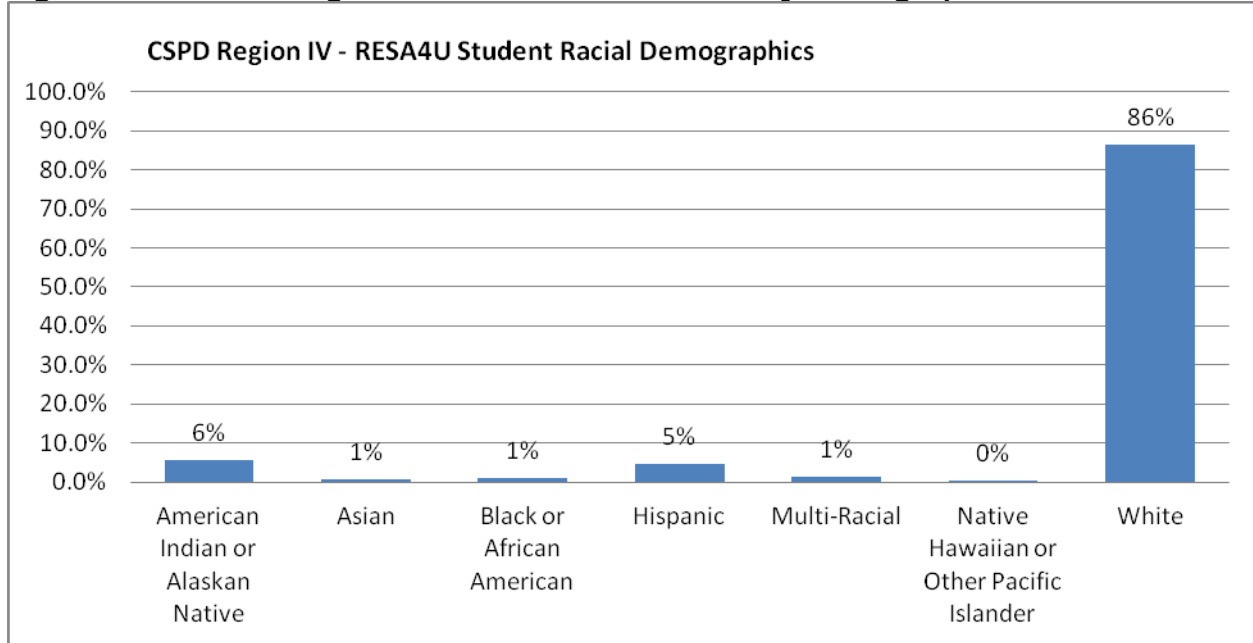


The 2010-2011 special education child count indicates the following:

- **68.0 percent** of the students are identified as either students with a learning disability (28.1%), students with speech-language impairments (29.1%), students with other health impairments (8.1%), or students with emotional disturbance (2.7%) as their dominant disability.

Figure 4A.2 below provides a picture of the racial/ethnic make-up of the students with disabilities population, based on the special education child count.

**Figure 4A.2 CSPD Region IV-RESA4U Race/Ethnicity Demographics**



The CSPD Region IV-RESA4U racial/ethnicity demographics for the 2010-2011 school year indicate the following:

- Of the 3,462 students with disabilities, **97 percent** are White, non-Hispanics (86%), American Indian/Alaskan Native (6%), or Hispanic or Latino (5%).

## **CSPD REGION V-WM-CSPD DEMOGRAPHICS**

Within the CSPD Region V-WM-CSPD boundary, there are:

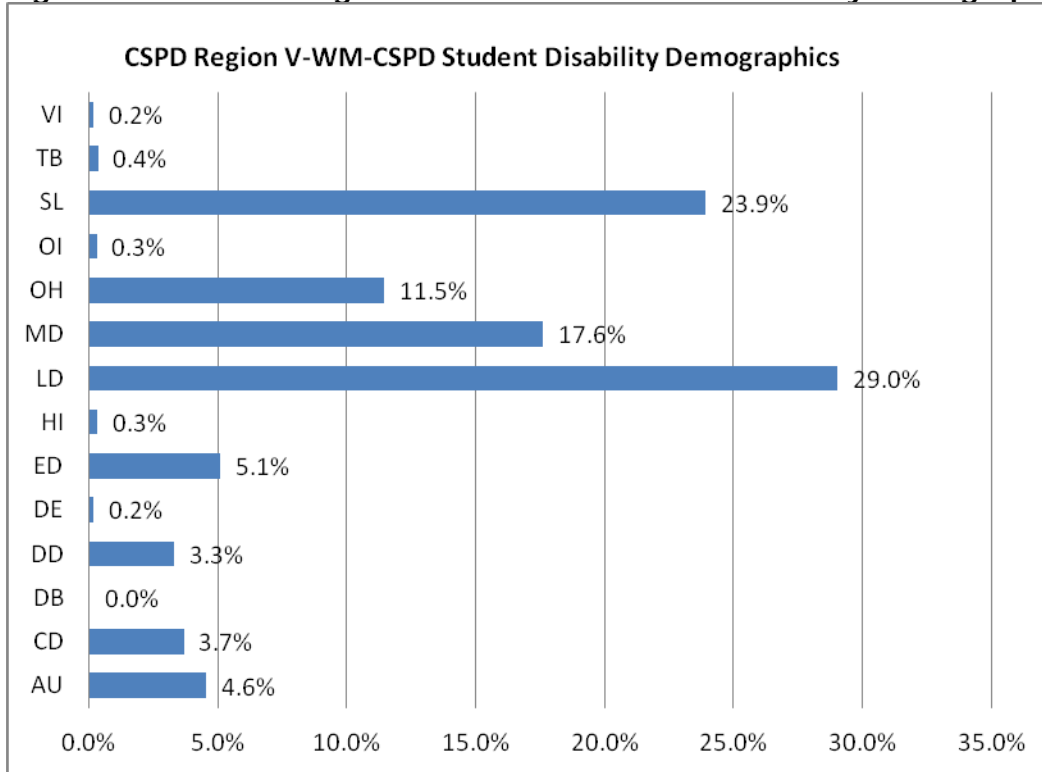
- Seven counties
- 80 public school districts
- Four special education cooperatives, of which 47 schools are participating members

The 2010-2011 special education child count is as follows:

- Ages 6 through 21: 4,309 students
- Ages 3 through 5: 480 students
- Total special education population: 4,789 students

Figure 5A.1 below provides a picture of student demographics for the region by disability category.

**Figure 5A. 1 CSPD Region V-WM-CSPD Student Disability Demographics**

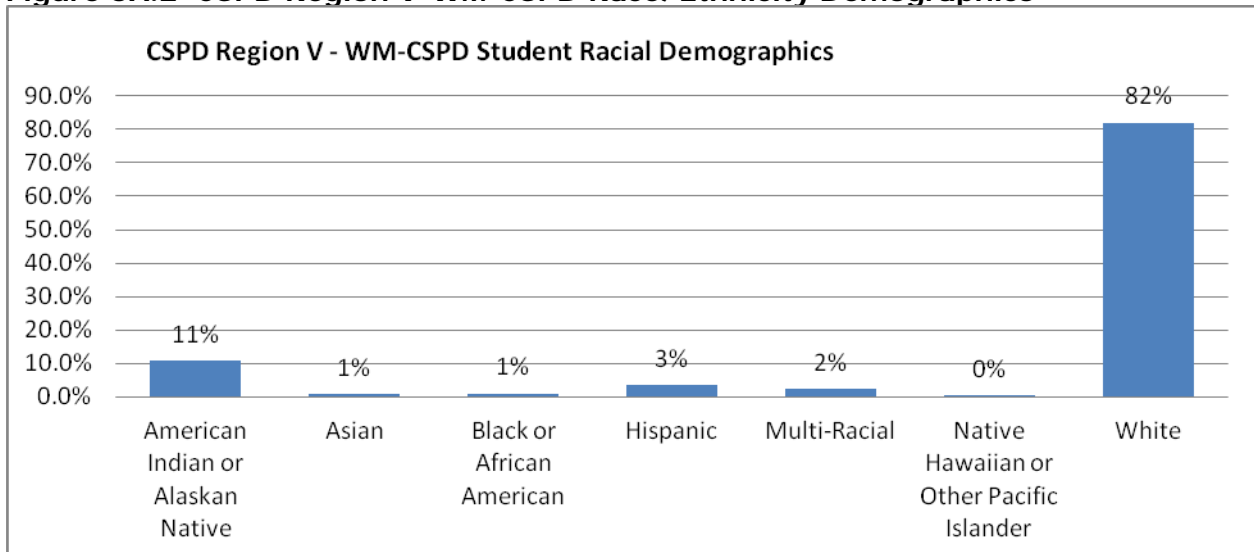


The 2010-2011 special education child count indicates the following:

- **64.4 percent** of the students served in special education in this region are identified as either students with a learning disability (29%), students with speech-language impairments (23.9%), or students with other health impairments (11.5%) as their dominant disability.

Figure 5A.2 below provides a picture of the racial/ethnic make-up of the students with disabilities population, based on the special education child count.

**Figure 5A.2 CSPD Region V-WM-CSPD Race/Ethnicity Demographics**



The CSPD Region V-WM-CSPD racial/ethnicity demographics for the 2010-2011 school year indicate the following:

- Of the 4,978 students with disabilities, **93.0 percent** are White, non-Hispanics (82%) or American Indian/Alaskan Native (11%).

## **APPENDIX B: Compliance Monitoring List**

### **2010-2011 School Year**

- Great Falls Elementary/High School
- Miles City Elementary/Custer Co. High School
- North Central Learning Resource Center Coop Schools – Cascade, Centerville, Belt, Simms, Vaughn, Ulm, Deep Creek, Sun River Valley
- Plains Elementary/High School
- Paradise Elementary
- Polson Elementary/High School
- Prairie View Cooperative Schools – Bloomfield, Brorson, Circle, Deer Creek, Fairview, Lambert, Lindsay, Rau, Richey, Savage, Terry, Vida, Wibaux
- Prickly Pear Cooperative Schools – Basin, Boulder, Cardwell, Clancy, East Helena, Jefferson HS, Lennep, Montana City, Townsend, White Sulphur Springs, Whitehall, Wolf Creek
- Ronan Elementary/High School
- Roose-Valley SE Cooperative Schools – Bainville, Brockton, Culbertson, Frazer, Froid, Frontier, Lustre
- Opheim K-12 Schools
- Sanders County Cooperative – Hot Springs, Noxon, St Regis, Thompson Falls, Trout Creek
- Upper West Shore Elementary
- Valley View Elementary
- Yellowstone/West Carbon County Cooperative – Belfry, Blue Creek, Bridger, Broadview, Canyon Creek, Elder Grove, Elysian, Fromberg, Independent, Joliet, Laurel, Luther, Molt, Morin, Plenty Coups, Pryor, Red Lodge, Roberts

### **2011-2012 School Year**

- Acadia Treatment Center
- Beaverhead County High School
- Big Country Coop Schools – Baker, Carter Co HS, Cohagen, Cottonwood, Ekalaka, Forsyth, Garfield Co. HS, Jordan, Kester, Kinsey, Kircher, Pine Grove, Plevna, Rosebud, Ross, S H, S Y, Sand Springs, Spring Creek, Trail Creek
- Butte Elementary/High School
- Ramsay Elementary
- Central MT Learning Resource Center Coop Schools – Ayers, Deerfield, Denton, Fergus HS, Geyser, Grass Range, Harlowton, Hobson, Judith Gap, King Colony, Lavina, Lewistown, Melstone, Moore, Roundup, Roy, Ryegate, Shawmut, Spring Creek Colony, Stanford, Winifred, Winnett
- Corvallis K-12 Schools
- Dept. of Corrections Youth – Pine Hills, Riverside
- Gallatin/Madison Coop Schools – Amsterdam, Anderson, Cottonwood, Ennis, Gallatin Gateway, Harrison, LaMotte, Malmborg, Monforton, Ophir, Pass Creek, Springhill, West Yellowstone, Willow Creek
- Great Divide Educational Services Schools – Alder, Anaconda, Avon, Deer Lodge, Dillon, Divide, Drummond, Elliston, Garrison, Gold Creek, Grant, Hall, Helmville, Jackson, Lima, Lincoln, Melrose, Ovando, Philipsburg, Polaris, Powell Co. HS, Reichle, Sheridan, Twin Bridges, Wisdom, Wise River
- Hardin Elementary/High School



- Hellgate Elementary
- Intermountain Children's Home
- Lame Deer Elementary/High School
- Shodair Children's Hospital
- Sidney Elementary/High School
- Whitefish Elementary/High School
- Wolf Point Elementary/High School

## **2012-2013 School Year**

- Ashland Elementary
- Billings Elementary/High School
- Bitterroot Valley Coop – Darby K-12, Florence-Carlton K-12, Hamilton K-12, Lone Rock Elementary, Stevensville Elementary/High School, Victor K-12
- Browning Elementary/High School
- Chouteau County Joint Services – Benton Lake Elementary, Carter Elementary, Fort Benton Elementary/High School, Geraldine Elementary/High School, Highwood Elementary/High School, Knees Elementary
- Eureka Elementary/Lincoln County High School
- Libby K-12 Schools
- Montana School for the Deaf and Blind
- Montana State Hospital
- Montana State Prison
- Sheridan/Daniels Cooperative – Medicine Lake K-12, Plentywood K-12, Scobey K-12, Westby K-12
- Tri County Cooperative – Alzada Elementary, Biddle Elementary, Birney Elementary, Broadus Elementary, Hawks Home Elementary, Powder River Co. District High School, South Stacey Elementary
- Yellowstone Academy Elementary

## **2013-2014 School Year**

- Bear Paw Cooperative - Bear Paw Elementary, Big Sandy Elementary/High School, Box Elder Elementary/High School, Chester-Joplin-Inverness Elementary/High School, Chinook Elementary/High School, Cleveland Elementary, Cottonwood Elementary, Davey Elementary, Dodson Elementary/High School, Gildford Colony Elementary, Harlem Elementary/High School, Hays-Lodge Pole, Hinsdale Elementary/High School, Liberty Elementary, North Harlem Colony Elementary, North Star Elementary/High School, Rocky Boy Elementary/High School, Saco Elementary/High School, Turner Elementary/High School, Warrick Elementary, Whitewater K-12 Schools, Whitlash Elementary, Zurich Elementary
- Belgrade Elementary/High School
- Bozeman Elementary/High School
- Columbia Falls – Columbia Falls Elementary/High School, East Glacier Park Elementary, West Glacier Elementary
- Lodge Grass Elementary/High School
- Manhattan-Three Forks – Manhattan High School, Manhattan School, Three Forks Elementary/High School
- Missoula Elementary/High School
- Montana Developmental Center

## [CSPD Region Demographics – APPENDIX B]

- Poplar Elementary/High School
- Stillwater/Sweet Grass Cooperative - Absarokee Elementary/High School, Big Timber Elementary, Columbus Elementary/High School, Fishtail Elementary, Greycliff Elementary, McLeod Elementary, Melville Elementary, Nye Elementary, Park City Elementary/High School, Rapelje Elementary/High School, Reedpoint Elementary/High School, Sweet Grass County High School
- Target Range Elementary
- Troy - McCormick Elementary, Troy Elementary/High School, Yaak Elementary